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AMERICAN VOCATIONAL Journal

VOLUME 25 • DECEMBER, 1950 • NUMBER 9

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✓ *A Program for Slow Learners*
✓ *U. S. Educators Mobilize!*
✓ *Index to Volume 25, 1950*
✓ *Gateway to a Career!*

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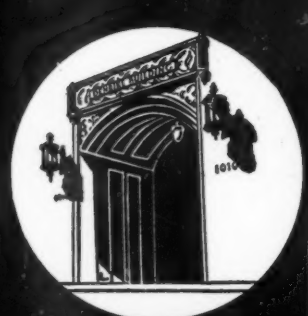

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AMERICAN VOCATIONAL Journal

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA

COVER PHOTO

School No. 298 in Baltimore, Maryland, was dedicated on October 13, 1950, as the Samuel Gompers General Vocational School in proud tribute to the founder of the American Federation of Labor. (See story on page 3.)

Vocational Education's Heritage.....Editorial

THE PLACE OF LEADERSHIP which America holds in the world struggle for democracy and freedom is a fruition of the heritage of courage and principles given this country by its founding fathers and since preserved by worthy successors.

The place of leadership which America now holds in the field of Vocational Education is likewise a heritage of precepts and principles from other founding fathers to be preserved only if their successors prove worthy of the trust.

What are these precepts and principles?

The first major precept of vocational education is that it shall be *distinctive* in its characteristics. The law—at both state and federal levels—is *distinctive;* at the state level specifically providing for the establishment and maintenance of *independent* vocational schools and courses. Indeed, this word *independent* is used as a synonym for *distinctive* in the basic law of Massachusetts and plainly derived from the chief recommendation proposed to the legislature by the famed Douglass Commission.

". . . such schools should be allowed to have their birth and growth in utter independence of existing systems and entirely outside the influence of their traditions."

The implications are plain. The vocational schools have a legislative mandate to be distinctive: 1st—As to Aims and Purposes; 2nd—As to Organization and Maintenance; and 3rd—As to Instruction Activities.

Let us discuss these in this order of presentation. It was determined by the founding fathers in their time, and it is still true today, that vocational education functions to train for profitable employment, not for general education. The influence of the Massachusetts stand for this distinctive characteristic in aim and purpose carried over and became one of the fundamental policies embodied in the federal Smith-Hughes, George-Deen and George-Barden Acts for Vocational Education.

Vocational education then is on a par with, not a part of, the "high school for general education" in the total system of publicly supported education. The typically organized "high school for general education" cannot do the job of the vocational schools; neither can the vocational school do the job of the general high school. Neither school can do both jobs at one time.

I repeat again for emphasis this precept of our founding fathers—*the vocational school must be distinctive in its aims and services.* It still operates under the original distinctive legislative authorization and a concomitant *distinctive* financing of its operation by federal, state, and local appropriations. Its faculty is paid to perform a distinctive task in a distinctive field of education.

But to effect a distinctive service, there must be a *distinctive organization.* Here again we have a legislative mandate—towns or districts are authorized to establish and maintain independent organized vocational schools. Organization in this connection means the working plan for carrying out the aims of the school.

It involves first of all management by a qualified director with full responsibility to guide and direct the activities of this independent school in the accomplishment of its distinctive aims and purposes. In matters affecting that accomplishment the vocational director must be sole arbiter—not accountable to a head of a general education school even when the two types of schools are housed in the same building. He must have total responsibility at least in: preparation of curriculum; recommendation and assignments of qualified teachers to executive offices; recommending provision of suitable equipment; professional leadership of the vocational staff; and admission and assignment of pupils to vocational courses.

Distinctive organization, too, requires the gathering together of a special staff of instructors—qualified primarily in terms of a mastery of a trade or occupa-

(Continued on page 12)

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Baltimore is going ahead with its plans for the construction of two new vocational school buildings, which will represent a total investment of between $10 and $11 million.

A SCHOOL ACQUIRES A NAME

SIDNEY N. CHERNAK, *Principal*
Samuel Gompers General Vocational School

Matthew Woll, Vice President of the A. F. of L., at the Samuel Gompers Vocational School Dedication Exercises

NAMING a school can be a routine item of business in the meeting of the Board of Education. But there was nothing routine about naming the Samuel Gompers General Vocational School in Baltimore. Friday, October 13, 1950 was a real event in the history of vocational education in Baltimore, Maryland.

Although this school is now entering its fourth year, it had deferred acquiring a name because the students and faculty requested that they have a hand in the selection of the name of a person who in his lifetime had met certain requirements of character and achievement.

What were the traits of character and record of achievement which the committee had set up? Well, there really were no elaborate criteria. *They were just looking for a man who, from small beginnings, through the toil of his hands, made a place for himself in the world.*

The committee said, too, that they were looking for the kind of a man who could be held up to the students of this school as an example of what young men in the United States of America can achieve if they are willing to combine sincere effort with education and the willingness to do an honest day's work.

So, when at the invitation of Dr. William H. Lemmel, Superintendent of Schools in Baltimore, a delegation from the Baltimore Federation of Labor came to propose that we name our school for Samuel Gompers, they found us in a receptive mood. Since this was the Gompers centennial year, the Labor group was especially anxious to have Baltimore pay tribute to Samuel Gompers' memory by having his name attached to a school building. Those of us at the school felt that here was a name worthy of consideration.

The proposal was carried to Dr. Charles W. Sylvester, Baltimore's Assistant Superintendent for Vocational Education, who enthusiastically carried the suggestion to the Board of Superintendents and then to the Board of School Commissioners. Once he had gained approval by these two bodies, Dr. Sylvester made his office the meeting place for the planning committee. Representatives of the Vocational Department, Labor, and what was then School No. 298, rolled up their sleeves and went to work.

They selected Friday, October 13, as the dedication date. It was also decided that the pupils of the school would have an important place in the events surrounding the ceremony. By the time the dedication day arrived every pupil, teacher, parent and member of the Vocational Department knew of the event which was to take place. The daily press as well as the labor press and the radio, through their excellent coverage, let the general public in on the plans.

Clinton A. Anstead, Chairman of the Baltimore Gompers Memorial Committee, worked untiringly to insure the success of the dedication ceremony at the school and the banquet in the evening at the Sheraton Belvedere Hotel. As manager of *The Federationist*, he met with labor leaders and arranged for their organizations to underwrite certain phases of the celebration. For example, they presented the school with seventy-five prizes to be used for the Samuel Gompers contests. Students in the school entered essays, scrapbooks, shop jobs and art work in a series of classes. Each student received a fine looseleaf binder suitably decorated to commemorate the occasion. The New York office of the American Federation of Labor agreed to present a plaque to the school. National leaders of industry were invited to attend the ceremonies.

STUDENT-TEACHER PARTICIPATION

At the school every department contributed something to the success of the program. Student ushers were drilled, the print shop undertook to produce the printed program and a special edition of the school paper, students and teachers brought flowers, the Glee Club increased their rehearsals, the librarian, the art teacher, the social studies teachers, the teachers of English, and all shop instructors were much "sought out" people as the deadline for the contest drew near.

The stage crew tried out their lights and curtain raising routines, invitations were printed, mimeographed, addressed and mailed. The school secretary handled a myriad of details. Everyone felt that he had an important part to play. Consequently, there was a great deal of excitement in the air by the time the orchestra opened the program on Friday, October 13.

Parents, students, officials of the Department of Education, members of the School Board, principals of contributing schools, and other interested friends crowded the auditorium of the school and were impressed with the importance of what they saw. With the flags of the United Nations as a background, the program proceeded with dignity and dispatch from the presentation of colors through the closing march.

Later that evening, over 500 people gathered at the Sheraton Belvedere Hotel for the Gompers Memorial Banquet. The Board of School Commissioners, the Board of Superintendents, and the entire faculty of the school were guests of the Baltimore Federation of Labor.

The program included remarks by Dr. L. H. Dennis, Executive Secretary of the American Vocational Association; Dr. Charles W. Sylvester, Assistant Superintendent, and Thomas D'Alesandro, Mayor of Baltimore. In the absence of William Green, his address was read by Harry E. O'Reilly, A.F. of L. Director of Organization. Matthew Woll, vice president of the A.F. of L., spoke at both the school dedication program and the memorial banquet.

A surprise visitor to both affairs was Mrs. Florence Gompers McKay, granddaughter of the founder of the American Federation of Labor.

During the height of the banquet, all of those present who were connected with the public school system were asked to rise and acknowledge an ovation tended them by those assembled. Thus did School No. 298 cease to be a number and acquire the name of Samuel Gompers General Vocational School.

All of those connected with the planning and carrying out the program feel that this event marked a new high of cooperation between leaders of labor and education in Baltimore, and look forward to other cooperative enterprises as a result of our success with this one.

The Gompers General Vocational School is one of six schools of this type in the Baltimore multi-level program of vocational education. This level is for students of 14 years of age and above who pursue training leading to employment in semi and single-skilled occupations, or to the vocational high schools where they may fit themselves for skilled vocations. The vocational high school level is now undergoing a substantial expansion with a corresponding increase in recognition and prestige through the erection of two modern buildings—one for 2,000 white pupils and the other for 1,500 colored boys and girls—representing a total investment of at least $10,000,000.

Dr. Charles W. Sylvester, Baltimore's Assistant Superintendent for Vocational Education, and Warren S. Seipp, Jr., Counsellor of the Samuel Gompers school, accept the A. F. of L. plaque from Matthew Woll, A. F. of L. Vice President

Lewis A. Wilson

New York State Commissioner of Education

GUSTAVE LOREY STUDIO

Lewis A. Wilson

LEWIS A. WILSON, at one time Director of Vocational Education in New York State and well known to vocational educators all over the country, has been appointed President of the University of the State of New York and State Commissioner of Education. Dr. Wilson has been serving as Acting President of the University and Commissioner of Education since the death on March 25th of Commissioner Francis T. Spaulding. He had been Deputy Commissioner of Education since 1941.

The appointment of Dr. Wilson as Commissioner of Education culminates a long and notable career in the New York State Education Department that started when he was appointed specialist in vocational education in 1911. Progressing successively to the positions of Director of Vocational Education, Assistant Commissioner of Education and Deputy Commissioner, Dr. Wilson has made significant contributions to education and has been a leader in the expansion of educational opportunities for youth and adults. His vision and pioneer work in developing a number of programs have won him state and national recognition as an educational leader and administrator.

Dr. Wilson's promotion and development of vocational education in New York State resulted in the greatly expanded program of training young people and adults for useful employment. It has gained him the respect not only of educational leaders but also of industrial management and labor. He also was a leader in organizing the state-wide programs of school guidance services, the training and placement of physically handicapped persons, and the provision of educational services for crippled children.

In fields of general education, including the expanded program of providing training for adults, with emphasis on citizenship training, Dr. Wilson has been an outstanding leader. He has been a proponent of readjusting high school education in order to make such training more meaningful to students and to help reduce the number of students who do not graduate.

During the national preparedness years and during the war years, Dr. Wilson organized and directed a training program for the war industries that provided pre-employment and extension courses for over one million adults in essential war industries. Earlier, in the depression years, he was responsible for the organization and development of emergency recreation and adult education programs.

The New York State Regents program for postwar education that resulted in the establishment of State technical institutes was based largely on data that Dr. Wilson provided. The Regents also designated him to supervise the postwar building program for state-supported educational institutions, the cost of which is in excess of eighty million dollars.

A native of Bergen, N. Y., Dr. Wilson was graduated from the academic department of Brockport State Normal School. He received his professional training at Mechanics Institute, Rochester, New York; Stout Institute, Menomonie, Wisconsin, and Teachers College, Columbia University, New York City. He holds the Doctor of Science degree from Stout Institute, and the degree of Doctor of Laws from Alfred University and Syracuse University.

He served as a member of the staff of the New Jersey Educational Survey Commission and the Chicago School Survey. In 1925 he was appointed by the United States Department of Commerce to represent New York State at the International Exposition of Decorative Arts in Paris. He has served as President of the National Society for Vocational Education, as a member of the Board of Directors of the Adult Education Council; a member of the General Advisory Committee of the National Occupational Conference; the Legislative Committee of the American Vocational Association; the White House Conference Committee on Child Health and Protection; the White House Conference on Children in a Democracy; the Educational Committee for the International Society for Crippled Children; the Mayors' Conference Advisory Committee on Training and Research, and Chairman of the Division of Labor, Industry and Agriculture of the New York State War Council.

Beyond question, Dr. Wilson is one of the most popular school men in New York State. A host of friends hoped to see him made Commissioner, but on October 19, and before, there was no certain information that the Regents of the University of the State of New York would choose him.

On October 20th, at noon, the news leaked out that he had been selected and, at the evening session of the Annual Convocation of the Regents, Chancellor William Wallin of Yonkers announced the decision. The crowded Chancellor's Hall gave back such applause and cheers as had never been heard there since the Education Building was dedicated in 1914.

Under Dr. Wilson's leadership it is certain that the New York State Education program in elementary schools, secondary schools, and colleges will improve and advance. His possession of the support of the entire school system is coupled with his great desire to serve all of the children of all of the people.

U. S. EDUCATORS MOBILIZE!

J. L. McCaskill
Coordinator
The National Conference For Mobilization of Education
Washington, D. C.

J. L. McCaskill

THE National Conference for Mobilization of Education, sponsored by approximately 75 national professional and lay organizations having education as their major interest, has been organized to further the cooperative efforts of voluntary educational groups toward the coordination of educational resources in support of both immediate and long-range national mobilization.

Specific aims of the Conference are (1) to conduct meetings for cooperative planning related to education and national security, (2) to maintain a clearing house of information on those aspects of mobilization affecting education, (3) to bring to a focal point the various educational problems that arise in the field related to national security so that they may receive proper consideration in national policy formation, and (4) to serve as a cooperative channel of communication between organized education in the United States and the Federal Government on mobilization matters of concern to education.

Major emphasis has been placed upon the declaration that "each participating organization shall retain full freedom of action with respect to its own policies and programs, the aim of the Conference being to strengthen rather than to restrict the operations of participating organizations. The determination of basic policy on legislative and other issues is reserved to each participating organization."

Participation in the Conference is limited to individuals named by voluntary associations that have education at any level as their chief concern, are nonprofit and noncommercial, are generally recognized as major national organizations in their respective fields, and who desire to promote the purposes of the Conference.

An executive committee *broadly representative of the various interests of organized education* was authorized as the governing board of the Conference. Provision has been made for a central office in Washington in charge of a coordinator to administer the affairs of the Conference under the general direction of the executive committee.

The activities of the Conference are to be sustained by the voluntary services and contributions of participating organizations. Any organization may withdraw from participation in the Conference at any time, and the Conference may be disbanded at any regularly-called meeting by a majority vote of those present.

THE first of a series of work-type conferences concerned with mobilization and education was held in Washington on September 9 and 10, attended by more than 150 educators and prominent laymen. Basically, the September meeting was concerned with these major questions: *What does the Federal Government expect of education at this stage of the current crisis, and what will it expect as the crisis deepens? How can education best help the Government? How can schools and colleges increase their effectiveness to meet the extra demands of the emergency and at the same time fulfill their obligations to children and youth?*

Speakers from the National Security Resources Board, the Department of State, the Department of Defense, Federal Security Agency, the Selective Service System, and other Government agencies having major mobilization responsibility discussed the role of education in national security. Emphasis was placed upon the long-range aspects of the international tensions which may require partial mobilization for a decade or a generation without open war being forced upon us in the foreseeable future. The threat of all-out war may be ever-present with us and for that reason, it was pointed out, we must be prepared for full and complete mobilization. Emphasis was also placed upon the responsibility of education to create a resourceful, alert, healthy, disciplined, and educated people who should be able to meet any emergency, whenever or wherever it comes.

Nine study groups reviewed questions of manpower utilization, military training and research programs, industrial training, the allocation of critical materials, implications for the curriculum, strengthening teaching staffs, public relations and school support, and State and Federal organization for education in the emergency. Each group raised more questions than it answered—questions which will serve to guide the Fed-

(Continued on page 12)

THE CASE FOR WORK EXPERIENCE

STUART ANDERSON
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WORK experience for youth is espoused by educators as having an integral place in the modern secondary school curriculum. And yet, in spite of this accolade, one is tempted to ask: "How is the work experience program working out in the high schools today?" Reactions from 38 cities with this program indicated that 32, or 84.2 per cent, favor it. One school was unfavorable, while five gave no opinion.

During a graduate course in Coordination which the writer was teaching in the spring of 1950, members of the class expressed a desire to learn more about work experience programs in operation at that time.

With this in mind, a questionnaire was developed and mailed to public schools in 70 cities in the United States known to have work experience programs. Returns were received from 38 (53.4 per cent), representing 18 different states.

Geographically, replies ranged from Minnesota to Mississippi and from California to Florida. Population representation included some of the largest cities, Los Angeles and Philadelphia, as well as cities with less than 2,000 people such as Petersburg, West Virginia, and Floodwood, Minnesota. Ten of the cities were less than 15,000 in population. Several of the returns from

Work experience in carpentry

larger cities reported for more than one high school. For example, Los Angeles, California, completed a questionnaire that accounted for 36 senior high schools.

PUBLIC REACTION

The success of school activity is ultimately dependent upon public acceptance and support. It was found that the public generally had a favorable attitude toward work experience programs. In one community the people opposed the program when it was first initiated, but after several years of operation, the opinion changed to favorable. In many cities this cooperative program has made such a "hit" that the demand exceeds the supply, particularly in the area of office work.

That both employers and parents agree on the merits of the program may be judged from many favorable testimonials.

Although labor and management may not always be in agreement on wage scales or retirement plans, they are both in favor of the work experience program. The following statements substantiate this observation:

"Very cooperative. Few failures. Management and labor helped." . . . "The public is in favor of the program. The employment office and labor are behind the program. Advisory committees are 100 per cent for the program." . . . "Employers have continued to use the services even though labor demand has fallen very greatly."

Further evidence of public acceptance of the program is supplied in these observations:

"The public seems to agree that a percentage of the high school students will not enter the professions and it is a wise move to give them an experience program that will start them with employment after high school graduation." . . . "The public reaction is very good. Each year we get new establishments which would not use them before."

SCHOOLS' REACTION

Almost all of the secondary school administrators were in favor of the work experience program. It was noted that some schools have found that students in the work experience program seem to mature more rapidly. Other schools reported that a large percentage of the students choose as a vocation the type of job trained for in the work experience program. In one school it was observed that among teachers the program gains educational respectability slowly but surely.

School administrators were eager to point out the good public relations which resulted from the program. The following reactions stress this point:

"It is a program that benefits the student, the school, and the employer. Furthermore, it is an aid to our public relations program." . . . "One of the best programs in our school. Good training for the student; good public relations for the school."

The holding power of the public secondary schools is a much discussed issue. Too many young people who enter high school do not graduate; too many drop out.

Unfavorable comments, on the other hand, included the following: "A difficult course to schedule." . . . "Very fine idea but has several faults in regard to the time element for other classes in makeup. Too many social activities going on in this school. Employers and employees have changed too much in the last few years—work is too easy and money is too free."

STUDENTS' REACTION

Students who participate in the work experience program seem to appreciate the opportunities it affords. An evaluation of 1,593 students in the Los Angeles School District found that 74 per cent were favorable, 16 per cent were undecided or indifferent, and 10 per cent were negative.

An index of the value of a program is the student demand for the work, their reaction to it, and the type of student taking part in the program.

"Each year more of the better students are going on our program after they have seen former students make good." . . . "Some of our better students request permission to enter this program." . . . "From four to five times as many request enrollment in courses than can be accommodated. Follow-up study shows satisfactory results." . . . "Students enjoy the experience and back up the department every chance they get."

Opportunities for job placement after high school graduation have been a boon to the work experience program. The fact that the program has made it possible for a number of boys and girls who might otherwise have dropped out to remain in school is considered a valuable result.

"Most students think it is a good program as they are not going on to college. About 50 per cent retain their jobs after graduation." . . . "They are pleased to get a chance to learn a trade while in school." . . . "Very beneficial to those who participate in it. Approximately 80 per cent stay in field of work they are trained in." . . . "Students like the program because: (1) It bridges the gap between school and industry or business; (2) It gives them an opportunity to train under actual working conditions; (3) It gives them an opportunity to work with equipment, materials and personnel not found in the schools; (4) It enables the student to earn while he learns, and (5) It makes it possible for some students to remain in school who because of economic necessity or lack of adjustment to the regular school program would otherwise drop out of school."

Not all of the reports favored the program, however. The following two quotations cite some of the objections.

"Student reaction varies. Some feel it below them to participate; there seems at times to be an unfavorable stigma attached to it.

SUMMARY

In summarizing public, school, and student reactions to work experience, there seems to be general agreement that this program plays an important role in the secondary school curriculum because it: gives boys and girls who will not go on to college an opportunity to gain first-hand work experience while in school; gives the employer a feeling that he is helping worthy students stay in school at the same time that he is training a future employee; is one of the better public relations media; makes for more complete course offerings; provides youth with an opportunity to accept adult vocational responsibility while still in school; helps to keep boys and girls in school; has a positive effect on students' attendance, scholarship, and attitude; teaches students the importance of good employer-employee relations; bridges the gap for the student between school and business or industry; provides a majority of the students with a job after graduation; attracts students faster than training stations can be found; gives students an opportunity to work with equipment, materials, and personnel not found in the schools; has been widely supported by labor, management, parents, and civic groups; and grows each year, judging from the new establishments which join the program.

Young boys in England, on a visit to an engineering patternmaking shop, learn something about the inside of a factory

BRITAIN'S EMPLOYMENT SERVICE

GORDON V. AXON
Specialist
British Economic Affairs

FOR FORTY YEARS the British Government has realized that helping boys and girls to choose the right career and get jobs where they can find satisfaction, as well as scope, for their capacity is a natural addition to the educational system.

For this purpose special Juvenile Departments were included in a number of the Government's Labor Exchanges which were set up under the Labor Exchanges Act of 1909. Since 1917 this service has come under the Ministry of Labor, and a widespread juvenile advisory service has grown up.

The main functions of the Youth Employment Service are to collect and distribute information about careers and employment opportunities for young persons under 18 (or over that age if they are still attending school). The Service advises students on their choice of a career, and helps them to find suitable employment. It maintains contact with employers in industry, commerce and the professions, and provides facilities for filling their vacancies for young workers.

The Service is operated locally through more than 800 Youth Employment Offices. In certain areas it is administered by the Local Education Authority; in others it is directly administered by the Ministry of Labor.

Each office is under the control of a Youth Employment Officer who keeps in close touch with schools and places of employment in his area. He cooperates with parents, teachers, employers and all who are concerned with the welfare of young people.

The scheme works in the following way. The officer usually visits the schools during the next to last term before graduation. He gives a general talk and describes the main types of work available in their home area and further afield. He discusses points to be considered in choosing one kind of vocation rather than another. Literature and films on careers are supplied to schools, and talks are given by specialists. Parties of boys and girls visit local industries to obtain first-hand impressions of different kinds of work.

During the last term at school, the student has an individual interview with the Youth Employment Officer, usually arranged at school. The officer has already received a confidential school report on the student's health, general ability, educational attainments and aptitudes. The object of this interview is

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AVA Members in Industrial Arts Education are challenged to put on their thinking caps!

How Should the *Journal* Serve Industrial Arts?

R. Lee Hornbake
Editor, Industrial Arts Education
American Vocational Journal

The American Vocational Journal editorial board allocates three pages of each issue to industrial arts education. The plan is to have the Journal serve the professional interests of the several sections of the American Vocational Association. Each section is represented on the editorial board, and all industrial arts contributions are channeled through the industrial arts editor. The section editor is responsible for reviewing articles which are submitted and for editing those which are considered appropriate. It is also the task of the section editor to assay the professional needs which the Journal may serve.

This memorandum is addressed to the industrial arts membership and invites comments and recommendations as regards the industrial arts interests which the Journal should serve.

Careful consideration should be given to what type or types of industrial arts articles should appear in the Journal.

There are prior considerations, of course, such as: What professional *purposes* should be given priority? *To whom* should the articles be directed? What are the *gaps* or *shortages* in our professional literature? Should a national publication such as the Journal be structured on a different plane than one which serves a state group or a local group? How should the Journal differ from an education magazine which is the product of a publishing house?

Suggestions which have been received to date reveal different expectations and patterns of thought. Among them are these:

Beam the articles to the shop teacher by means of project drawings, shop kinks, and shop organization and management procedures.

Let each issue be a summary of current happenings in the field—something of a "newsletter."

Review the significant research which has been conducted.

Provide descriptions of successful work being carried on in various places.

Make the magazine a sounding board for the leaders in the field.

The Journal should be chiefly promotional in nature.

When considering the needs of our profession we should not confine our thinking to people who are already acquainted with the values, objectives, and procedures of industrial arts teaching.

I am sometimes asked by non-industrial arts people to recommend readings which present our field in its best light. It is then that I am embarrassed. This may seem irrelevant until it is remembered that people *outside* the field frequently make the decisions which are most fundamental to us.

Hundreds of administrators, for example, learn what they know about industrial arts while enrolled in graduate curriculum courses which are rarely taught by industrial arts people. The person in charge of the course endeavors to know a little about all the subject areas chiefly through his reading. Much the same may be said about the growing army of guidance counselors and also college of education deans, college and university presidents, and state department personnel. What we have produced so far has not given us much status with these people. There is direct testimony on this score.

For example, these deans, presidents, superintendents, college professors (with non-industrial arts backgrounds) frequently write books on philosophy and on content and method of education. Industrial arts is either omitted or, if considered, the description is usually a case of "mistaken identity." Naturally these people will not be adequately informed via the pen alone, and certainly not by a single magazine. But we should not aid and abet their misconceptions. The most prevalent notion is that we take the not-so-smart boys into a shop and have them turn out tie racks, broom holders, wire splices, cookie cutters, and center punches.

Should the Journal come to be the paragon of our professional ambitions? Should it be the one magazine which will command the attention and respect of other educators and non-educators?

Industry has its host of trade journals, engineering journals, and management journals. But it also has Fortune, for example, and several other high quality business and industrial reviews. General education has countless special interest publications, but there is also School and Society. There are numerous feature article publications, but there is still a place for the Yale Review, The Atlantic Monthly, and Harper's. Does the area of non-academic education have need for a high-level publication? Should the Journal be that publication?

It is the editor's opinion that the three pages per month which are available should be used to optimum advantage, but the membership at large alone can say what is the "optimum advantage." Your reaction will be appreciated.

U. S. EDUCATORS MOBILIZE!

(Continued from page 6)

eral Government in formulating policy and in seeking the help of educators during the time basic policy is being developed.

In the closing session of the Conference the following resolution was adopted: *"On behalf of ourselves and our colleagues in all levels of American education, we pledge our full support in the mobilization of the resources of the United States to meet the national and international emergency created by acts and threats of aggression.*

"We commend the action of the National Security Resources Board and the President in establishing the United States Office of Education as an advisory and consultative agency on those aspects of security planning that relate to education, and as an operating agency in the major fields of Federal educational and training programs.

"We urge renewed effort to develop, through education, an intelligent and resolute understanding of the current role of the United Nations in preventing and resisting aggression."

THE broad interests in the Executive Committee of the Conference are indicated by its officers and membership: Willard E. Givens, Executive Secretary, National Education Association, *Chairman;* Edgar Fuller, Executive Secretary, National Council of Chief State School Officers, *Vice Chairman;* J. Kenneth Little, Director of Student Personnel Services, University of Wisconsin, *Secretary;* Helen D. Bragdon, General Director, American Association of University Women; S. M. Brownell, Professor of Educational Administration, Yale University, and President of New Haven State Teachers College; Felton G. Clark, President, Southern University; L. H. Dennis, Fxecutive Secretary, American Vocational Association, Inc.; Paul E. Elicker, Executive Secretary, National Association of Secondary-School Principals; Rufus C. Harris, President, Tulane University; E. H. Hopkins, Vice President, Washington State College; Herold C. Hunt, Superintendent of Schools, Chicago; Mary E. Leeper, Executive Secretary, Association for Childhood Education International; Worth McClure, Executive Secretary, American Association of School Administrators; Ralph McDonald, Executive Secretary, Department of Higher Education; Hilda Maehling, Executive Secretary, Department of Classroom Teachers; T. G. Pullen, Jr., Maryland State Superintendent of Schools; and Edward M. Tuttle, Executive Secretary, National School Boards Association. J. L. McCaskill, Associate Secretary, Department of Higher Education, has been named Coordinator for the Conference.

In executive session on October 8 the Committee authorized the Chairman of the Conference to appoint *ad hoc* committees as deemed necessary in his judgment to give consideration to various types of problems and items under the general aegis of the Conference. The problem areas and the committee appointments are as follows: *Universal Military Training*—J. Kenneth Little, Chairman, Felton G. Clark, Paul E. Elicker, Ralph McDonald and Thomas G. Pullen, Jr.; *Child Care Centers and School Extension Services*—Mary E. Leeper, Chairman, Hilda Maehling and Worth McClure; *Programs for Training Industrial and Other Workers*—L. H. Dennis, Chairman, Edgar Fuller and Ralph McDonald; *Training of Children and School Personnel in First Aid and Home Care of the Sick and Injured*—Paul E. Elicker, Chairman, S. M. Brownell, Edgar Fuller, Hilda Maehling and Edward M. Tuttle; *Expansion of Conference Participation*—Ralph McDonald, Chairman, Paul E. Elicker and Worth McClure.

Edgar Fuller was appointed chairman of a committee, along with Helen D. Bragdon and L. H. Dennis, to study the nature and content of a future conference, get ideas from participating organizations on the type of conference needed, and plan tentatively to hold a meeting in Washington early in 1951.

VOCATIONAL EDUCATION'S HERITAGE

(Continued from page 2)

tion as evidence in successful employment experience therein rather than in organized school training. Vocational education selects as an instructor the man who has gained standing in a specific trade or occupation by employment and then adds to his equipment for teaching by requiring him to complete successfully organized courses in vocational teaching techniques. The thesis is that one cannot effectively teach what one knows without also having learned to teach—for teaching is an art.

Organization of the school by trade departments is also a must. The use of advisory committees for keeping up to date in developments of the trades and occupations taught is a further distinctive feature of organization. Size of classes limited by the specific nature of instructional activity and equipment requirements therefore, rather than in terms of teacher load, present distinctive problems of organization in vocational schools.

The need for prolonged periods of uninterrupted shop or farm activity makes the typical 45-minute periods of the general school entirely unfeasible in the time organization of the vocational school. Our founders recommended a "day and environment in the vocational school which would approach those of industries for which youth would be trained." Thus we have the *minimum* 6-hour day and the *minimum* 3-hours of uninterrupted shop instruction, a fixed and stable requirement.

Now for the third classification of our distinctive characteristics! The instructional activities must be entirely outside the influence of the traditional system of instruction prevalent in the general education schools. Vocational schools were committed by their founders to utilization of productive work as a vehicle of learning, *real work* rather than exercises in subjects. Productive work in industries, on the farm or in the home, involves the exercise of knowledge and judgment in related management, planning, and research as well as in the exercise of manipulative skills with tools, machines and materials. Thus the vocational school program of instructional activities is required to be arranged to include: a minimum of 50 per cent of the total time for productive shop work; 25 per cent of the total time for related planning, management and research; and 25 per cent of the total time for non-vocational general improvement activities.

M. NORCROSS STRATTON, Director,
Massachusetts Division of Vocational Education, and President, National Association of State Directors of Vocational Education

A COMMUNITY

OCCUPATIONAL SURVEY

EARLY IN THE SCHOOL YEAR OF 1948-49, the Superintendent of Schools and the State Supervisor of Occupational Information and Guidance discussed the possibility of making an occupational survey of the city of St. Cloud, Minnesota. The city, known as the Granite City, is located in central Minnesota on the Mississippi River, 65 miles northwest of Minneapolis. It is located jointly in Stearns, Benton, and Sherburne counties, and is the county seat of Stearns County. The 1940 census listed the city's population as 24,173, with the 1948 estimate approximately 30,000. St. Cloud is the principal trade center of Central Minnesota. Dairying is the principal source of income in the territory, and Stearns County is the state's largest butter producing county. The principal manufacturing industry is the quarrying and fabrication of native granite. In line with its position as being the chief distributive wholesale and retail center of central Minnesota, St. Cloud is the division point of the Great Northern Railway. Therefore, the railway company maintains large car-building and repair shops as well as a large roundhouse where steam and diesel locomotives are rebuilt and serviced. It is also an important stop on the Northern Pacific Railway. It is also served by three bus lines and the Wisconsin Central Airlines.

The first part of January, 1949, the Superintendent called in the senior high school principal, the guidance director, the coordinator, and the State Supervisor of Occupational Information and Guidance to discuss the plans and need for an occupational survey of the city. A survey committee consisting of one representative from each department in the senior high school, in addition to the original group called in by the Superintendent of Schools, was set up. The guidance director and coordinator were named as co-directors of the project which was to be sponsored jointly by the local Board of Education and the State Department of Education. The State Guidance Supervisor was asked to serve as chief adviser for the survey.

It was agreed by the committee that an occupational survey of a community is an organized method of obtaining information about jobs, workers, future employment possibilities, and related facts about its vocational life. Because it is to be used for educational purposes, the main reasons for taking this survey in Saint Cloud may be listed as follows:

To secure information needed for adequate planning of the educational program in the public schools to meet the needs of its youth, many of whom will later take their places in the business, industrial, and agricultural life of the community.

To furnish a basis for articulating the training opportunities of the public school program with the business needs of the community.

To supply occupational information about the vocational life of the community as a part of the school's library of occupational information.

To secure constructive suggestions from professional men and employers so as to make the program of the school as practical and realistic as possible.

To discover other training facilities and stations for Cooperative Part-Time training with the intent of better serving the youth of the community.

To supply the citizens of Saint Cloud with information enabling them to visualize future needs for the rapidly expanding community.

To assist in determining the probable need for an Area Vocational School.

To foster good community-school relationships.

To give experience in making personal contacts with employers and to learn about the fields of work in their home community. (The seniors served as interviewers.)

During preliminary preparations, the survey committee decided to limit the extent of the survey to the city limits, and not to include any educational institutions. This necessarily eliminated the following institutions: The Saint Cloud Hospital, the State Reformatory, St. Cloud parochial schools, St. Cloud public schools, St. Cloud business schools, State Teachers College, and the Veterans Administration Facility. The survey committee also decided that the interviewers would be twelfth grade students.

To acquaint the employers and the general public with the aims and purposes of the survey as well as with methods to be used in collecting data, the newspapers and radio conducted a comprehensive publicity campaign. In addition, the following groups were contacted and their support enlisted: Minnesota Employment Service, Senior Chamber of Commerce, Junior Chamber of Commerce, as well as the service clubs—Kiwanis, Exchange, Lions, Rotary, and the East Side Boosters. All agencies were cooperative and eager to help further the project.

The survey committee agreed to separate places of employment and occupations into five main headings; namely, Professional and Public Service (Government); Business—Distributive (Goods and Services); Business—Office Occupations; Trade and Industrial—Manufacturing; and Trade and Industrial—Service.

On the date set for the beginning of the survey, all twelfth grade students were called together and given an intensive period of instruction concerning the survey. Previous to this, considerable information concerning methods, occupations, codes, etc., had been discussed in the home rooms of the twelfth grade students. At the conclusion of the instruction session, the students were assigned to the occupational field with which they were most familiar and interested through their high school training and outside contacts. In these group meetings they were paired off and each pair given definite assignments of business firms to interview. They were given a large manila folder with forms enclosed. Attached to each folder, for the purpose of introduction, was a card signed by the Superintendent of Schools.

At the completion of the group meeting and the presentation of the folder and materials, the students set out to complete their assignments.

After completion of their interviews, the students reported back to their designated member of the survey committee to hand in the materials and report. Several of the survey committee members handled the interviews with the larger concerns.

Under the direction of the State Supervisor of Guidance and with the assistance of twelfth grade students, the information received by the interviewers was transferred from their sheets to a master sheet, which, in turn, was broken down and interpreted by the co-directors.

The data showed that 93.5 per cent of the places designated for survey were reached by interview. The total number of workers accounted for was 7,185. Of this number, 73 per cent employed were men and 27 per cent employed were women. It was found that the Professional and Public Service group accounted for 5 per cent of the total; Business Occupations accounted for 37 per cent; Trades and Industry accounted for 58 per cent.

The survey definitely indicated the job opportunities open to the high school graduates in the city, based upon present school training programs and background. The survey also indicated that the school is not fully training students to find jobs in accordance with their interests and aptitudes in the local community. It was also found that a great number of the jobs available for high school graduates are on the semi-skilled and unskilled level and have little to offer in the way of financial reward or long-run security for the worker. This causes excessive turnover. In addition, the survey seemed to indicate that much of the training now done on the job should be taken care of in the school.

Many students who graduate from high school in this community do not go on to institutions of higher learning. This would stress the need for more practical training in the high school and the need for an area vocational school for those who require additional training in those fields. True, a great deal of training has been done and the school has been of service to the community, but not to the extent that it should have been. Expansion is needed in all industrial and vocational departments.

Information gathered indicates that St. Cloud should have an *area vocational school* to take care of local and area needs, as well as to give those boys and girls now residing in the area an opportunity for training which they may use elsewhere.

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Home Economics is an expanding field that offers openings in many vocations—

Gateway to a Career!

ARLINE H. CHERR
Syracuse University
Syracuse, New York

SO YOU'RE *going to college to learn to cook and sew! That certainly is the smartest course to take to catch a husband!*

These hackneyed phrases ring constantly in the ears of future home economists.

But home economics education is no longer a study of traditional cooking and sewing. It presents for young American women an avenue of approach to any one of twenty or thirty careers. Home economists are found today in radio, journalism, social service and many other fields which are far away from the domestic kitchen.

Home economics has been defined as the science of efficient living. Therefore, the student in home economics education is being equipped for practically any life she may decide upon.

Most girls, in entering home economics courses, are unaware of the scope and opportunities offered in this field of education. After a four-year course, however, they know that their possibilities are limitless. Home economics has been incorporated and put to use in places that even Ellen Richards, founder of the Home Economics Association, could not have foreseen.

The curriculum at Syracuse University is a good example of the type of courses a home economics college offers, and the vocations for which women are being trained through this medium. Although all schools are not alike, the general curriculum is similar in most schools throughout the United States.

When a girl enters Syracuse University, she may enroll in the College of Home Economics and select, later on, the field in which she wishes to major. Possibilities are nutrition, dietetics, institutional management, teaching, child care, household technology, and fashion designing.

Many girls graduate with majors in journalism, radio, social work, chemistry, and almost any other imaginable course. It is up to the student to make the decision. After completing the basic courses required for home economists, she is free to choose the field she prefers for a major.

A student with a great deal of talent for home decoration, but with a dearth of artistic ability, could

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Shoe repairing is taught at Chelsea Annex

A Program for Slow Learners

Instruction in painting and decorating

Chelsea Vocational High School Annex in New York City Effectively Educates the "60 Per Cent"

WILLIAM COX
Teacher-in-Charge
Chelsea Vocational High School Annex
New York City, N. Y.

ARE WE GOING TO ignore the lost ambitions, the blighted growth, the stifled gifts, and the stunted abilities of our slow pupils rather than break with tradition, recognize the problem, and do something about it?

This question was answered in the negative by the Chelsea Vocational High School Annex in New York City some time ago when a carefully planned curriculum, specifically geared to meet the educational requirements of slow learners, was introduced.

The Prosser Resolution of 1946 and subsequent recognition of the 60 per cent by the Commission on Life Adjustment for Youth has precipitated wide interest and much discussion about life adjustment education, particularly for the slow-learning students.

But Chelsea Vocational High School Annex is actively "doing something about it" and has been for several years.

Students whose I. Q.'s range from 55 to 75, or "slow learners," can profit from both academic and trade instruction, if it is paced for their level of comprehension. Profitable employment in thousands of semi-skilled, machine operator, and mechanics helper jobs can be found for these boys and girls. But they must be educated in a special way. Their programs must be adjusted to meet their specific requirements.

Conclusions, based on our experience at the Chelsea Annex, prove that the great majority of these pupils adjust themselves very well to jobs for which they have been trained. They find employment and advance in it. But the adoption of a curriculum which encompasses the extreme variation in their mental powers and capacities is a pre-requisite to their employability. Their training must progressively meet their levels of accomplishment.

To understand these pupils, one must live with them. To get along with them, it is necessary to know their whims, their troubles, and their interests. Each one is different, but they all have ambitions which must be developed and encouraged; not smothered in the hustle of a school routine which has been developed for more alert students.

Placing these boys and girls in special classes is not enough. They need more help than the average student requires. They are receptive to attention and anxious to learn if their instructional material is suited to their levels of intelligence.

A course of study which provides for extreme flexibility in programming must be provided for these young people. The pupil making good progress must be given the opportunity to advance; the slow plodder must be encouraged with individual instruction and remedial work.

Most of these students are easily discouraged, but they are receptive to sympathy and attention. They are mainly sensitive; and some are supersensitive. Many have developed complexes of one kind or another that must be broken down. They all enjoy praise, and resent criticism.

HOMOGENEOUS GROUPING

The program of life adjustment education at Chelsea Annex is based primarily on grouping pupils homogeneously in academic subjects.

Homogeneous grouping cannot be effective unless there is a sound basis for evaluating the abilities of the pupils for individual placements into classes. The I. Q., mental, social, and chronological ages are not conclusive factors—they serve only as important contributions toward a complete evaluation of the pupil.

At Chelsea, we use a standardized battery, testing each student's ability in order to find out what he can do in academic work. After these facts have been established, the student is started off *at his own ability level in each subject*. Thus, a student with a third grade reading level may be entered in sixth grade mathematics. Reverse variations are also found.

With homogeneous grouping, pupils at all times can be placed in academic classes at their own working levels. Subject classes at Chelsea in general vary only half of a grade within themselves. The controlling factors between fine and wide grade ranges in our classes are the number of pupils to be programmed and their overall ability levels.

PROGRAM ORGANIZATION

Before we adopted the present homogeneous curriculum, our school operated on the usual routine plan, with a somewhat modified secondary curriculum. As a first step, we conducted a school-wide test in mathematics to find out what our pupils could do. Mathematics was chosen because it was found to be the easiest to organize and rate. As a result, we discovered that most of our students were capable of doing only third and fourth grade elementary school work. Seventy-five per cent could not tell time.

The second step was to organize the pupils into homogeneous groupings according to the grades they received in the mathematics test. These groupings were used for one complete term and the improvement in classroom instruction and teacher-pupil satisfaction was so marked that, the following term, similar tests were conducted in the English classes.

At the same time, we correlated the social studies classes with the English classes in order to facilitate reading comprehension. Our testing program has always been based on ability rather than intelligence.

TEXTBOOKS

Slower learners require special classroom teaching materials. Ranging in English and arithmetic grades from 2 to 6, but in chronological ages of from 15 to 16, they are obviously not interested in the type of material which has been prepared for average students in their grade levels. The content of their textbooks must embrace their current problems and introduce material which is of interest to their chronological age groups. It must be written, however, to meet their levels of comprehension and reading ability.

At Chelsea, the need for instructional materials for slow learners became a major problem. We were told quite frankly by book publishers several years ago that the sales volume for this type of material was not large and therefore such books were not considered a good business proposition. Recent contacts with publishers, however, indicate that they are now becoming interested in furnishing suitable materials. We have gradually built up a collection of textbooks, workbooks, and other supplies which are adequate for the present and which will do until something better comes along.

OBJECTIVES

There is nothing new about the philosophy around which our program is built. It is as old as education itself.

We simply apply the basic principles that state "learning must proceed logically from the known to the unknown" and "from the simple to the complex."

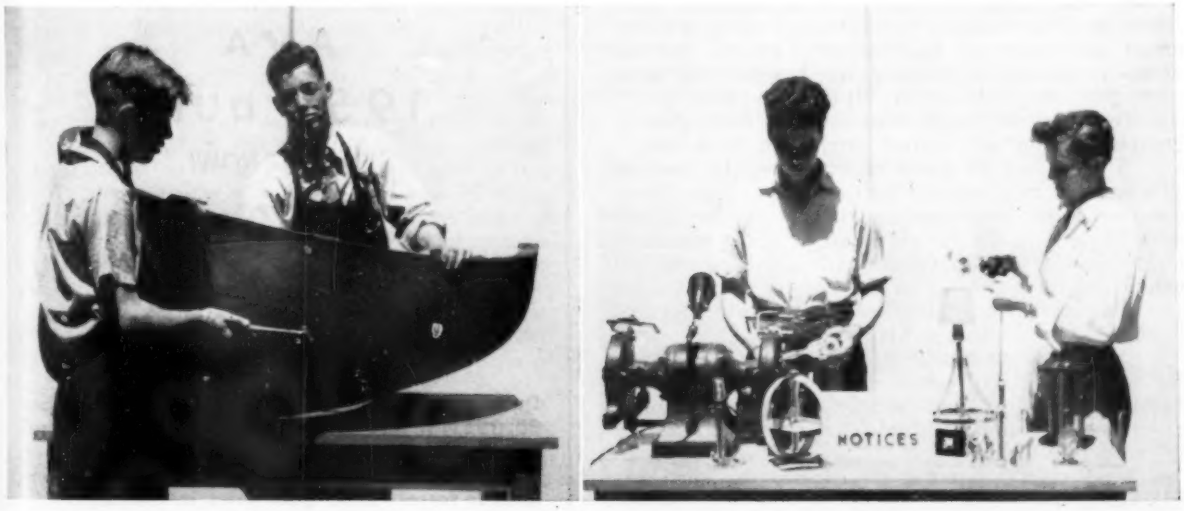
We recognize that instruction must be built around the needs of the individual; that the content must be divided and subdivided to achieve a positive outcome and "use value" through progressive development. Our program is based on the individual ability of the pupil and it is aimed to develop social, personal, and vocational competency.

THE SHOP PROGRAM

In conformity with the vocational tradition, our pupils spend one half of the school day in the shop. The first term is mainly exploratory, but all pupils above the second term are allowed a choice of shops. Many choose to remain in the same shop term after term. Others, however, lose interest in the original selection and request a change to some other activity. These requests are complied with because we have found that pupil interest must be a major consideration at all times. Lack of interest not only interrupts progress but, in many instances, is detrimental to attendance. Shop programming is thus very flexible and provides for ready change in line with guidance functions and individual variations in interest.

The ability of the individual pupil must be considered in a successful shop program for slow learners. All shops should provide a great variety of jobs which are arranged in progressive order of difficulty in conformity with the ability of the pupil.

Job sheets must be small, compact, units—the smallest unit possible—with illustrations for visual comprehension. Difficult terms must be underlined for



Practical instruction in auto body repair work and making plastic novelties insures satisfactory careers for these students at the Chelsea Vocational High School Annex

explanation and all arithmetic problems clarified by the shop instructor.

Shop instruction at Chelsea is not aimed at the highly skilled trades in most cases. It is intended to train pupils as mechanics helpers, machine operators, and for similar jobs which employ the use of a limited number of tool and skills, and which require a minimum of technical knowledge. Trades such as plastics, auto body and fender work, house painting, and house refinishing, etc., require a minimum of technical knowledge. Slow learners can become proficient in such activities.

We feel that, by using basic tools and materials in the shop, the instruction has an excellent "carry-over" value. The pupil can become a mechanic's helper and hold a job as such in any of the skilled trades which call for the kinds of tools and materials which he has worked with in the school shop. This "carry-over" value also provides additional employment opportunities in the many widely diversified, semi-skilled fields of industry.

We realize that most of this type of training could be given in a general shop but we feel that general shops defeat the motivation of the instruction. Our pupils come to us with very definite ideas about the kind of trade training which they want and the activities in which they are interested. If we did not provide the actual work, frustration and discouragement would result. By satisfying their wants in this manner, our pupils are happy and eager to learn. Without such motivation, they would lose interest, create disciplinary problems and, in time, become attendance cases.

THE TEACHERS

Teachers with personality, patience, sympathy, and willingness to work are a must in this type of program. The teacher's lot is not an easy one. Special teaching techniques, preparation, and experience are important for the instructor working with our slow pupils, who in many cases have developed complexes and whose interest spans are much shorter than those of the normal student.

RESULTS

We have observed a marked over-all improvement in our students as a result of our program. The morale is very high, pupils are happy, and appreciation of the school worth is vitalized. Students are staying in school longer and parents are appreciative of results. Because of the homogeneous grouping, our teachers can work effectively. We could not say all this five years ago.

Teachers, in commenting on the homogeneous groupings in our slow learner curriculum, have said:

"I have had 12 years of experience in teaching slow learners in vocational high schools. . . . am firmly convinced that homogeneous grouping on the ability basis tends to make for maximum teaching efficiency, higher levels of accomplishment, improved student morale and the possibility of closer study by the teacher of individual pupils. . . . it allows the individual student to compete with others at his own level . . ."

"Homogeneous grouping tends to alleviate some of the extremes of individual differences. It frees the student from complexes that may develop in the midst of superior students. It affords students an opportunity to exercise leadership."

Reports from parents are considerable, and encouraging. For instance:

"He has improved in English, has more confidence in himself. He likes school better and is much happier. He goes to the library and gets books he likes to read. He also likes to read the daily newspapers. These things he could not do before."

"From my observation, I am most pleased with the general air of self-confidence that attending CVHS has brought out in my son. He reads better and is very interested in his shop work. He is more aware of world happenings."

Pupils say:

"The first thing I learned is to be polite to others, and good manners. I am doing very fine in my shop and in my arithmetic. I am learning many things in this school."

"I am grateful for the things I have learned here at Chelsea. I have learned many things to help me in later life. . . . I appreciate your letting me come to this school to learn a trade so that I may make a decent living."

From the administrative point of view, a few of the advantages attained through a vocational slow-learner organization set up homogeneously are as follows: pupils can be programmed in each subject in accordance with individual ability; definite pupil aims are provided for; the school can concentrate on the problem and prepare a workable curriculum; suitable textbooks can be used; better teaching is possible; pupil frustration is avoided; special shops for teaching trades which do not require a high degree of related technical skills are made possible; general skills and the use of materials and tools in the training for semi-skilled jobs (in which the training has a definite carry-over value) are provided for; pupils can compete at their own ability level with other pupils who can do the work; and, finally, teachers may prepare lessons for the entire group, thereby greatly reducing the individual instructional aspects of groups with mixed abilities.

Based on these facts, *Life Adjustment for Youth* can be accomplished successfully only by the organization of two distinct types of vocational schools: one for teaching skilled trades with academic and related subjects on a technical level; and one which provides shop work in certain semi-skilled trades suited to the needs and abilities of each pupil, accompanied by an academic program which is also geared to the comprehension level of the individual student.

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Some Misconceptions About—

Advisory Councils in Vocational Agriculture

MARSHALL J. SCOTT
Instructor in Agricultural Education
University of Illinois

IN OUR VARIOUS concepts of advisory councils, we are somewhat like the blind men who approached the elephant. Each man touched a different part of the animal and therefore each one described the beast in a different way.

In discussing advisory councils for agriculture, it is important to recognize the fact that we usually limit ourselves to a particular council or talk vaguely about an average council which probably exists only in theory. It isn't any wonder that there is so much variation in their evaluation!

Statements in this report are based on a first-hand, nine-year experience with a general advistory council which is strengthened by the study of hundreds of advisory groups in Illinois and other states. Only the parts of the study which indicate general misconceptions regarding councils will be considered.

Confusion in Terms

One of the most disconcerting phases of advisory group discussion is in the terms which are used. It helps if the term *advisory groups* is used in referring to advisory councils, advisory committees, or any other groups which are called together for advisory purposes.

The term *advisory council* probably should be used only as a title for a group which deals with the over-all aspects of an educational program. In agricultural education, the advisory council should deal with the total program (the all-day, young-farmer, veteran, and adult classes, as well as the FFA and other activities).

Advisory committee is a convenient term which is used to designate an advisory group which deals with a specific phase of the agricultural education program. Such a committee is usually not permanent, but works only until some specific report is completed or until some specific activity under its guidance has been concluded. A good example of such a committee would be one which is appointed to work during a particular season on the problem of evening school classes for adult farmers. This committee could be made up of several advisory council members along with any other persons who, because of their special abilities or interests, could contribute to solving the problem at hand.

An all-day or FFA advisory committee would logically spend its time studying the class offerings, the FFA program, and the supervised farming program of high school students enrolled in the ag department. This committee would plan to increase the effectiveness of these programs.

A special committee often reports back to the general council, where a problem is further discussed before recommendations are made or any action is taken.

The Best Use of Advisory Councils

A general advisory council is most effective if, in organization, it is agreed upon particular objectives which have been developed through a joint meeting of the agriculture teacher or teachers, the administrators, and the board of education. Failure to work under clearly defined objectives, well understood by both the school authorities and advisory council members, results in friction or confusion which leads ultimately to an ineffective cessation of activities.

Council objectives should be separated from the educational objectives which are established by the advisory council. Teachers, administrators, and board of education members should set limits or boundaries to the activities appropriate for the group so that there is no intrusion on authority which rests with the administrators or board of education.

General advisory councils seem to do their best work when they serve as study groups. In this way, they gather as much information as possible about their communities, i. e., size of community, number of farms, percentage of tenancy, size of farms, percentage of land in various crops, amount of erosion, marketing practices, health levels, living standards, opportunities to become established in farming, teaching facilities, etc.

After an extensive period as a study group, a council is in an excellent position to select educational objectives for the department of vocational agriculture. Failure to gather basic information results in hasty recommendations.

Some ag teachers feel that laymen do not enjoy doing community and agricultural research. This appears to be untrue. Advisory council members have, in many instances, been enthusiastic about such activities. In some cases, they find so much satisfaction in community and agricultural research that they are somewhat like children who have found a new territory to explore.

An increase in the knowledge of their agricultural community on the part of council members, teachers, and administrators, facilitates the selection of definite

Scott, Illinois, 1950 Vocational Agriculture Advisory Council

educational objectives and the development of a more effective program in vocational agriculture.

Public Relations Committees Are Not Councils

Many educators think that public relations committees serve the same purposes as advisory councils. This is unlikely to be true.

Public relations committees are primarily concerned with disseminating information, which originates with the administration, for the purpose of improving the good will and understanding of school patrons. They serve none of the purposes of the advisory council unless they are made responsible for studying educational needs and for making recommendations for the improvement of their community's program.

On the other hand, an active advisory council may prove to be very effective in improving public relations.

The Need for Professional Abilities

Contrary to general opinion, the use of an advisory council does not tend to limit teachers in the exercise of their prerogatives as professionally trained persons. An experienced person does not make a decision until he has dependable information for guidance. Furthermore, as a professional educator, he moves only as fast as his students are able to go. He realizes that it is his professional responsibility to bring in as much outside help as he needs to do the job.

The teacher must continue to depend on his professional training and experience in making decisions on techniques for specific situations. He should reserve the right to veto a suggestion made by an advisory group if it is incompatible with facilities or with sound methods of educational procedure. *In a sense, the use of an advisory council is in itself an educational technique which fits snugly into the democratic approach to education.*

Without the aid of an active advisory group, vocational ag teachers may make decisions which are based on tradition, prejudice, or fear of the school patrons, rather than decisions which are based on a scientific study of the community.

Without guidance from an advisory group, decisions of teachers are likely to be reached in an authoritarian manner, and any action may be dictatorial. A teacher working with an advisory group requires more professional ability and greater skills than one who is working alone.

Councils Do Not Increase Risks

Teachers who are working with advisory groups are not increasing risks to their professional status. Less than five per cent of teachers who reported their experiences to the writer had any unfortunate experiences of this nature.

In most of the cases where advisory councils were blamed for professional failures it was found that the councils had hurried the process of bringing obvious failures to a head. The trouble, however, did not arise in or from the council itself.

Councils Do Not Usurp Authority

Board members and administrators who are concerned with the possibilities of advisory councils usurping authority should realize that this does not happen if the advisory groups are established and operated by their respective boards of education. Better working relationships have been maintained when administrators and board of education representatives have regularly attended council meetings.

There is a wide variation in the number of meetings thought by teachers to be desirable. Some have felt that two or three meetings per year are adequate. The most effective councils, however, meet approximately once each month throughout the year. Additional meetings help, rather than hinder, the work.

Some persons feel that new teachers should become established before organizing advisory groups. A better plan seems to be for the teacher to become established with the help of the advisory group. A great many experienced teachers, on the other hand, feel that their wide knowledge of their communities leaves them with nothing to be gained from working with advisory councils. In the opinion of the writer, both groups need advisory councils, but probably for different reasons. A majority of teachers who have had successful experience with councils have indicated that they would not like to teach without such assistance.

Materials on Safety in Guidance —An Annotated Bibliography—

Prepared by the Joint Safety Committee of AVA and the National Safety Council

Industrial Accident Prevention, by H. W. Heinrick. McGraw-Hill Book Publishing Company, 330 W. 42nd St., New York 18, N. Y., 1949. 268-273 pages, $3.50. This book deals with safety psychology.

* * *

Industrial Psychology, by Joseph Tiffin. Prentice-Hall, Inc., 70 Fifth Ave., New York 11, N. Y., 1942. 525 pages, $4.00.

This book is entirely devoted to the significance of individual differences in industry and the evaluation of such differences for placement.

* * *

Careers in Safety, by Herbert J. Stack. Funk & Wagnalls Company, 124 E. 24th St., New York 10, N. Y., 1945. 149 pages, $1.50.

A Kitson Series Book, this volume outlines the development of the safety movement and provides occupational information concerning different jobs which are available.

* * *

The Journal of Educational Sociology. The Payne Educational Sociology Foundation, Inc. October, 1946. 35 cents.

This entire issue is devoted to the problem of accident prevention. Most of the articles are pertinent to the fields of guidance as related to safety education.

* * *

The above references are listed as being most applicable to the field of safety as related to guidance. Over three hundred letters were written to responsible concerns and individuals whose interest in safety was known. It was felt better to discard information not acutely pertinent and report that little material is available.

It is very evident from the dearth of material received and from the types of responses from competent specialists in the field of safety that (1) there is little in the literature of guidance that pertains to safety; (2) there is a need for further research and impetus to safety in a guidance program; and (3), there is further need for teachers in vocational education and teachers of safety to utilize the individual approach to safety.

West Seattle High School's
D. E. Program Includes—

Retail Display Window Training

Most persons take show windows for granted. The planning and effort which results in an attractive display is seldom considered.

Students in the retail training class at West Seattle High School, however, know from actual experience what goes into the making of a well-balanced, eye-catching, show window arrangement.

Climax of their work last year were their displays in seven West Seattle stores. The purpose of this "sales promotion" project was to bring to the attention of the community the fine work of the various departments of the high school. Each window presented a different phase of school work. General theme of the windows was *We Learn By Doing.*

Successful as these window displays were as examples of student achievement in a particular project, their preparation involved more fundamental learnings—learnings that will be valuabe to the students in many occupations. The young people learned how to do something by doing it. They approached and worked with the West Seattle merchants who, through the local Retail Trade Bureau and Commercial Club, volunteered to give their windows for the displays. They worked with their fellow students in other departments. They studied the significant contributions of other school programs and decided how they could most effectively focus the attention of the community upon them.

Throughout the school year there is close coordination between the art, sign writing, and retail selling classes at West Seattle High. Art students serve as advisers to the retail training display committees, helping them to appreciate and use art principles in display. The art instructor discusses color, line, design, etc., with the retail classes. In turn, members of the retailing classes point out to the art students that art must function by actually selling merchandise—in other words, they stress the practical application of art principles. The retailing teacher talks to the art classes on how the merchandising world can use their talents. The sign writing classes are made responsible for preparing posters and other items for the retail displays both in the school and in the community. Working with these classes on the window displays, then, was merely a continuation of an established practice.

In planning the school displays, the retailing students also worked with groups from the classes whose projects were being presented. In this way the display content was developed, although the retail training students were responsible for the actual exhibits. The art teacher helped in an advisory capacity.

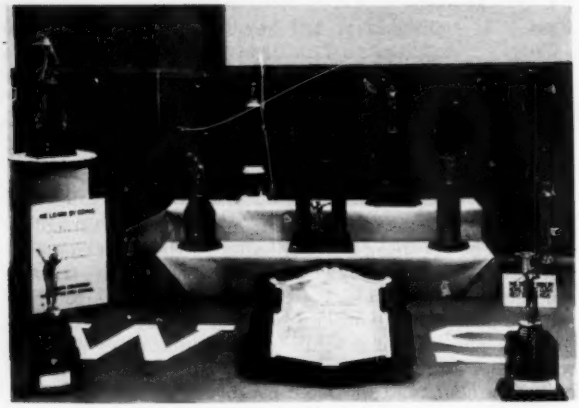
The publicity to accompany the window displays, which was an integral part of the "promotion," was planned by the class. Weekly releases, beginning a month in advance of the display, were prepared for the community newspaper, the *West Seattle Herald.* The first release announced the project, succeeding releases featured the work of the participating school departments, and the final story reviewed the project and thanked the merchants. Arrangements were made through the proper channels for news stories and photographs in the metropolitan dailies at the time of the exhibit. Stories were prepared for the school paper, school bulletins were distributed just preceding and during the exhibit, and announcements were made in roll rooms the morning the windows were unveiled.

SEATTLE RETAILERS COOPERATE

This project was not the first experience in a practical business set-up for any of the students. The Retail Training Program of the Seattle schools includes a cooperative work program wherein students may be placed in department stores, grocery stores, hardware

West Seattle High School student's office machines display

Foods display window arranged by West Seattle High students



West Seattle High students arranged their school trophies in a local shop window

stores and bakeries for part-time work under the supervision of schools and employers. Some students wish to find their own places in the smaller stores in the community and are encouraged to do so. In all cases, the teacher maintains close contact with supervisors on the job in order to help the students in their adjustment to the business world. These young people gain valuable business contacts before they leave school. The wholehearted and enthusiastic cooperation of Seattle retailers, large and small, makes this work program function successfully.

UNITS COVER MERCHANDISING FIELD

The study of sales promotion through advertising and display, which the window display project represents, is but one of the units in the retail training course of study. The course is planned to permit students to explore, through study and actual experience, the field of merchandising—a major business field. Other units are: how to get and hold a job, store system, personality development, selling techniques, merchandising information, store arithmetic, history of retailing, store organization and management, merchandising principles and practices, textiles, and sales English. Some of the units are studied in detail, with emphasis on specific training, while others are general in nature, aiming at an understanding of the scope of the field and of the opportunities for either a "career" or a "job."

Just as planning and building the displays in the store windows of friendly West Seattle merchants have given the young people an understanding of the importance and techniques of sales promotion, so is the retail training program opening the door to what may, for many, eventually prove to be a lifetime vocation.

From: *Signposts, Volume II, Number 3.*
(Published by Seattle Public Schools.)

GATEWAY TO A CAREER

(Continued from page 15)

wisely decide upon a major in interior decoration.

Regardless of the career which a home economics student decides upon, art and culture are incorporated into her program. All home economics graduates have had art courses, economics courses, and a variety of cultural subjects in their curriculum. In addition to emphasis upon her major, each student must also acquire a background of subjects which pertain to all phases of home and family life.

With increased space in newspapers and magazines on homemaking news, there are expanding opportunities for journalism in home economics. Many publications allocate large sums of money every year for testing laboratories, and this is only part of it. Results must be presented to the public adequately, and often, with photographs. A large number of concerns train their home economists in photography for this reason.

Chemistry and research are growing fields. More and more women who, a few decades ago, would never have dreamed of working in a laboratory, are there now, testing foods and dyes and fabrics. Much of our new information concerning vitamins and minerals, materials, and home products is credited to these pioneers.

Social workers are learning that a knowledge of home economics is important in their field. Their job is to help families lead happy and useful lives. A scientific background of efficient homemaking methods definitely increases their opportunities to re-establish broken homes.

The field of dietetics is an opening to hospital work of many kinds. All food concerns employ staffs of dieticians and nutritionists in their testing kitchens and laboratories. Restaurants and hotels need people who have been trained in institutional management, as well as nutritionists and dieticians.

Household technology covers the field of home equipment. All gas and electric companies have home service departments staffed with girls who have been trained for this work. These home economists keep customers satisfied and handle complaints on appliances. Manufacturers of home appliances also employ home economists for demonstrations, customer relations, and similar functions. The coveted field of public relations is therefore another possibility for graduates in home economics courses.

A child care major is able to find interesting jobs in nursery schools and public health clinics.

Many persons feel that fashion designing belongs in a fine arts course, but such is not the case. Graduates of this course are not artists, but women who have developed their talents to design and make clothes. They are girls who have a real appreciation for art and culture.

Home Economists can find careers in photography

Industrial Arts Presents—

THE INDUSTRIAL STORY

WILLIAM R. MASON
Supervisor of Industrial Arts
Cleveland, Ohio

PRACTICALLY EVERY DEFINITION of industrial arts, and every set of objectives listed by teachers in the field, refers to the appreciation and understanding of tools, machines, processes, and products of industry.

The value of this emphasis is not questioned because it involves much that is important and worthwhile.

In order for pupils to really appreciate the picture, however, we teachers must explain our ideas so that students, too, will understand and be proud of our industrial heritage. One way to do this is to develop the *romance* of industrial arts. We say romance, for it is the same type of romantic story found in any good novel. Here we can find a legend which recounts the history of our industrial past and which predicts our economic future. Here, too, are heroes, action, color, and drama—all things necessary for a good story.

The industrial story is as much a part of every boy's life and background as the story of *Huckleberry Finn*, the *Adventures of Robin Hood*, or any of the other famous stories for children. Our industrial story should be as familiar to him as any of these. And if our boys do not know it as well, it is because we teachers have not emphasized it enough.

We have become quite involved in industrial arts with teaching tool techniques and with well constructed, good-looking projects. We find ourselves with little time left for developing attitudes.

A doctor said to us the other day, "A man is not what he does, but what he loves." And so we recall the old-time craftsman's love for his work.

Perhaps we should spend more time in our industrial arts shops in developing a love for the work men do, and a love for the work they are to do in our boys. They should develop a cabinet maker's love for the sour smell of walnut and a pattern maker's love for the clean smell of newly cut pine. They should learn to love to feel the satin finish on a good piece of furniture. They should learn to admire skills and to covet good tools and machines. Through all this they should develop a respect for industry and the men who are industry.

Every industrial arts program includes the teaching of drawing. We proudly call it the language of industry. Why teach the language of industry without teaching the industry where the language is used?

Frank C. Moore, Director of Industrial Arts in Cleveland, distinguishes between liking and appreciation by this definition:

"*Liking* is based on emotion and desire. *Appreciation* is based on understanding and interest."

IN Cleveland today, we are attempting to develop an appreciation of industry and what industry makes. We have turned to the medium of radio dramatization for this. In radio we have discovered a teaching tool which is proving to be a valuable supplement to classroom instruction.

Our elementary schools, under the supervision of Carl H. Hamburger, have been broadcasting radio handcraft lessons for fourteen years. We are fortunate in having a broadcasting station which is owned and operated by our Cleveland Board of Education. But if we did not have these facilities to work with, I'm sure the interest of teachers and pupils alike in the material and method of presentation would lead us to attempt the same programs in some other way.

Once each month throughout the school year, over 3,100 boys in 128 senior high school industrial arts classes in Cleveland hear a radio series which is called the *March of Production*. The actors for these programs are high school students who are cast for parts by staff directors. The plays are produced complete with sound effects. Program objectives and technical information is outlined and carefully checked by the industrial arts supervisory staff. The scripts are prepared by a teacher whose industrial experience is combined with a flair for radio writing. Before each broadcast, a teacher's guide sheet is sent to each instructor to explain what will be covered in the lesson. New words or technical words are listed and explained. Sometimes drawings are included when they are referred to in the story. A list of discussion questions for the lesson follow-up always accompanies these guide sheets.

For our 1948-49 series, the theme was *How Did Modern Production Come About?* Titles were: *Gutenberg Opens the Door* (on movable type, and the introduction of interchangeable parts); *A King's Ransom for a Clock* (mathematics was used by craftsmen; the first lathe); *Eli Whitney and the 10,000 Muskets* (use of jigs, workman specialization); *A Shilling or a Hair* (standards of measurement, introduction of "jo" blocks); *The Merry Oldsmobile* (the assembly line technique, quantity production); *The Master of Precision* (quality and quantity production, markets and customer service); *The King of Them All* (the mass production system, production costs); and *America, Master of Mass Production* (a quick look at industry).

Our 1949-50 series includes: *Research Creates an Idea* (ideas are born through need); *Engineering Designs the Sample* (changes create problems); *Engineering Proves the Sample* (what looks good on paper must be tested); *Tooling Up for Production* (getting ready to manufacture); *Raw Material, Manufacturing, Timing* (proper quantities in proper time for constant flow); *Final Assembly* (minor to major to final assembly

line); *Preparation for Marketing* (costs and profit determine price); and *Marketing* (advertising and market surveys).

The early stories were historical dramatizations intended to set the stage for the following year's broadcasts which portray industry as it is today.

We felt that the *Why* of industry should be taught before the *What* of industry. The transition from handmade products, each of which was usually completely built by one man, to machine manufacturing and parts specialization was pictured in the early programs. Emphasis was placed on the individual contributions made to the mass production system by men whose names are familiar to every boy.

THE FIRST *March of Production* broadcast brought Johannes Gutenberg before the high school audience in the familiar role of the inventor of movable type. This lesson developed the idea that movable type was the first instance of like pieces being made from one master piece. Thus the idea of interchangeable parts in manufacturing was introduced.

A King's Ransom for a Clock described a king's search for a clock maker who could make a clock accurate to within one hour gained or lost in every seven days. A craftsman who could do this was finally located. He used a mathematician's principles to lay out his gears and he had a machine for cutting metal which he called a lathe. The gap between the handcraft age and the machine age was bridged in this broadcast.

Next came the dramatic story of *Eli Whitney and the 10,000 Muskets.* The beginning of workman specialization, the use of jigs, and the principle of interchangeable parts were described in this play. Whitney's demonstration before the President of the United States and Congress in which he easily assembled guns from boxes of parts marked the highlight.

As machine work replaced hand work, the need for accurate and a more rapid means of measuring became critical. *A Shilling or a Hair* portrayed the removal of this obstacle to the *March of Production.* At one time, measurements were made by the width of a man's palm or the length of his arm. Later, the thickness of a worn coin and the thickness of a hair became the tolerance.

Eli Whitney had trouble in manufacturing his guns because the Massachusetts inch was not the same as the Pennsylvania inch. How accurate and speedy methods of measuring were finally inaugurated by Carl Johansson and his "Jo" blocks was shown in this production.

Robert Olds, in *The Merry Oldsmobile,* developed the assembly line as a series of movable parts bins, moving them to individual workmen who were stationed along a line. This made possible the production of the automobile in considerable quantities and at lower cost. Olds was also the first man who devoted the entire output of a factory to the manufacture of the automobile.

Henry Leland was presented as the *Master of Precision,* who developed a manufacturing technique that made all parts of the automobile interchangeable with like parts.

Road repairs became possible and so did a new kind of specialization in production manufacturing. In *The King of Them All,* we introduced the problem of creating markets for goods produced in great quantities, one problem of reducing the cost of articles so produced, and the problem of servicing these articles after they have been purchased. This story includes a description of the famous Cadillac which was shipped to England in boxes for a race.

No chronicle of quantity production would be complete without the Henry Ford story. In the last broadcast for the 1948-49 year, *America, Master of Mass Production,* showed our industrial arts students how Ford put America on wheels by combining the principle of the Olds assembly line and the precision of the manufacturing methods developed by Leland.

With the *Why* of industry covered, the *March of Production* continued through 1949-50 with the *What* of industry by explaining how an idea becomes a reality. Modern methods of manufacturing, production problems, and fabrication techniques were described.

WE WANT our young to know that manufactured products did not happen overnight, but are the result of many men having worked together, planned together, and experimented together.

Our current radio series in Cleveland brings to senior high school boys the story of skill. This is an attempt to develop in our students an appreciation of men who have skills. We are trying to show the position of labor, a respect for skilled hands, and a respect for anyone who does well things that are constructive. We want to develop the ability to recognize and appreciate a job which is well done.

This series is the story of individuals—the draftsman, the pattern maker, the foundry worker, the machinist, the electrician, the linotype operator—all the Joes and Johns who work with their hands and who have in those hands skills which make them respected members of society.

You do not need to own a radio station in order to present the industrial story. There are other means of including this material in classroom instruction. The important point is that this story should be told, graphically and carefully, in every industrial arts program. In this way, we can insure the development in our students of an appreciation and understanding of the tools, machines, processes and products of industry.

BRITAIN'S EMPLOYMENT SERVICE

(Continued from page 9)

to enable the Youth Employment Officer to advise the student's teacher on the choice of employment which matches the student's capabilities and offers the most scope for his development.

The Youth Employment Officer also aims at helping each young person find a specific job. Even after this has been achieved, contact is maintained with the new worker to make sure that the placement has been satisfactory. To this end the office is kept open after working hours on at least one evening in the week.

A Special Aptitudes Scheme, introduced in 1947, is open to those young people who possess a special aptitude for a skilled occupation for which there are no suitable training facilities within commuting distance of their homes. A weekly maintenance allowance is paid to the young worker which is calculated to leave him with a small balance after paying for his keep. Up to December 31, 1949, 1,283 young people had been assisted under the Scheme.

This Youth Employment Service is comprehensive, providing adequate advisory and placement facilities for all ages and all types of school leavers and covering all types of employment, including the professions as well as industry and commerce. Although the use of the Service is entirely voluntary, the facilities provided are being used to a wide extent.

Association News and Notes

State Secretaries! Keep us informed on the activities of your state associations. Send state news to the JOURNAL editorial offices, 1010 Vermont Avenue, N.W., Washington 5, D. C.

● The Annual Fall Dinner Meeting of the **Maryland Vocational Association** was held in Baltimore on November 3rd in conjunction with the Maryland State Teachers Convention. All fields of service were represented in the attendance at the affair which convened in the Caswell Room of the Lord Baltimore Hotel.

Elmer K. Zeller, MVA President and Chairman of the Program Planning Committee, opened the proceedings. Invocation by the Reverend Francis F. Lynch, Rector of St. Thomas' Episcopal Church, was followed by an official welcome from John J. Seidel, Maryland's Assistant State Superintendent for Vocational Education.

Dr. Charles W. Sylvester, AVA Treasurer and Assistant Superintendent in Charge of Vocational Education in Baltimore, introduced the following prominent guests: Maryland's State Superintendent of Schools Dr. Thomas G. Pullen and Mrs. Pullen; Baltimore's Superintendent of Schools Dr. William H. Lemmel; the University of Maryland's Dean of Faculty Dr. Harold F. Cotterman and Mrs. Cotterman; and AVA's Executive Secretary L. H. Dennis and Mrs. Dennis.

Dr. E. Preston Sharp, Chief of the Maryland State Department of Public Welfare's Division of Training Schools, spoke on *How to Tell Teachers from People*.

Mr. Dennis brought the group up to date on AVA news.

New officers were elected as follows: Gordon E. Medinger, President; Palmer Hopkins, Vice President, Helen T. Hearn, Secretary, and James O. Proctor, Treasurer.

* * *

● The annual meeting of the **New Mexico Vocational Association** was held in Albuquerque on October 27 under the direction of R. L. Bates, President. Mr. Bates serves professionally in the trade and industries department of the Carlsbad public schools.

J. P. Steiner, Associate Executive Secretary of the New Mexico Educational Association, addressed the meeting on vocational education in Germany. Mr. Steiner has recently returned from Germany, where he served with the U. S. Army Occupation Forces as Minister of Education for the province of Wurttemburg-Baden.

Committees to revise the state constitution of the NMVA were appointed.

New officers were elected as follows: Wilson Willits, Distributive Education Co-ordinator, Albuquerque, President; John T. Short, vocational agriculture instructor, Artesia, Vice President; and L. C. Dalton, State Supervisor of Agricultural Education, State College, Secretary-Treasurer.

● Group participation in planning the day-to-day program was a feature of the **Annual Distributive Education Conference** at Ohio State University August 28-31.

Attending the four-day meeting were some thirty distributive education coordinators and supervisors from Ohio high schools as well as five Ohio vocational education officials, including Marguerite Loos, State Supervisor; William Logan, Teacher-Trainer, Ohio State University, and Conference Director; George Frack, Northwest District Supervisor, Bowling Green University; Mrs. Arlene Kirkland, Teacher-Trainer, Bowling Green University; and Dorothy Hamilton, Program Planning Director, Cleveland.

After an initial informal session for new coordinators and supervisors, a meeting on Job Analysis was held, at which Dr. James H. Davis, Professor of Business Organization at Ohio State, was the speaker.

At this meeting Dr. J. Marshall Hanna, Professor of Business Education, welcomed the conferees; Miss Loos introduced conference participants; and Mr. Logan discussed conference activities. In addition, conference chairmen who cooperated in planning the remainder of the conference program, were appointed.

Chairman of the session on Resource Materials was Mary Spiker, Cincinnati. John Frakes, Cleveland, was in charge of the Adult Program session, and Helen Moon, Lima, served as Chairman of the meeting devoted to Student Clubs.

On hand as "resource persons" at the period on Resource Materials were Margaret Van Horn, Alliance; Margaret Spicer, Springfield; and Mr. Logan.

Margaret Dwyer, Toledo, presented a Buyer Training demonstration at the Adult Program session which was followed by a panel discussion period. Panel members were Mr. Frack, Douglas Avery, Findlay; Mrs. Dwyer, and Carl Hutchens, Wapakoneta.

Dorothy Hamilton, secretary-treasurer of the Ohio Association of the Distributive Education Clubs of America, spoke at the session on Student Clubs.

* * *

● The annual meeting of the **South Dakota Vocational Association** was held in Rapid City on October 22-25 in conjunction with the meeting of the South Dakota Education Association. Appearing on the general program of the vocational group was L. H. Dennis, Executive Secretary of the American Vocational Association. Mr. Dennis also appeared on the General Sessions Program of the SDEA.

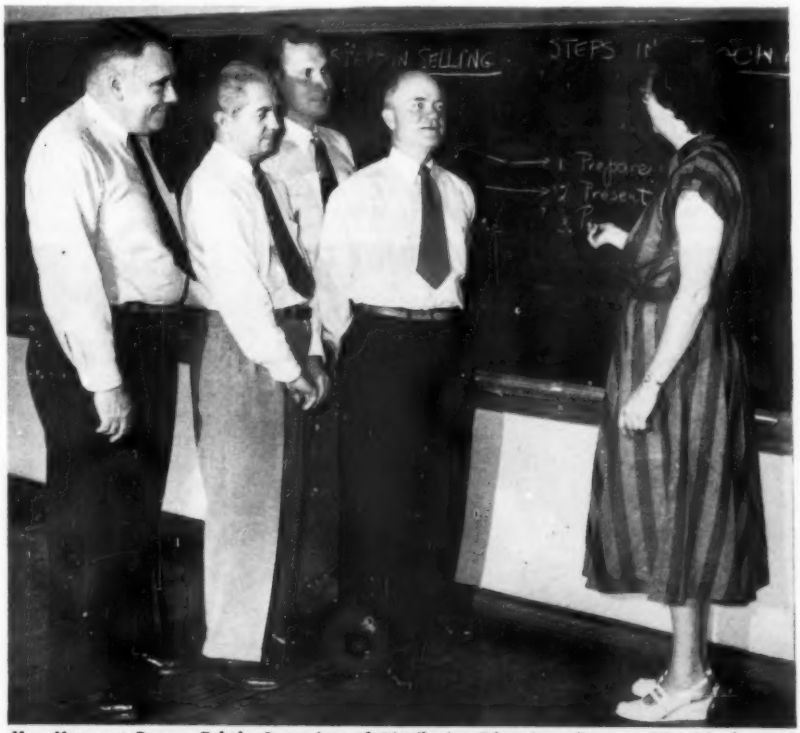
Officers elected in the Agriculture Division were: F. G. Terpstra, Marion, President; LeRoy Healley, Dell Rapids, Vice President; and J. E. Kleinsasser, Lennox, Secretary-Treasurer.

The Homemaking Division elected Orthula Doescher, Brookings, President; Elaine Julson, Garretson, Vice President; and Geneva Sanford, Canton, Secretary; Margaret Minneart, Treasurer.

In the Industrial Education Division, Roy S. Sterrett, Brookings, was elected President; O. H. Schwentker, Rapid City, Vice President; and Warren B. Messman, Aberdeen, Secretary-Treasurer.

Officers of the South Dakota Vocational Association are Esther MacLean, President; E. R. Dobberstein, Vice President; and O. H. Schwentker, Secretary-Treasurer.

During the convention several trips through the Black Hills were arranged for Mr. Dennis. One of these was to the Shrine of Democracy where the likeness



Mrs. Margaret Dwyer, Toledo Supervisor of Distributive Education, discusses DE with (l. to r.) George Frack, Northwest Ohio Area Supervisor of DE; Carl Hutchens, Wapakoneta Coordinator of DE; Douglas Avery, Findlay Coordinator of DE; and John Fakes, Cleveland's Supervisor of DE; at Ohio State University's Annual DE Conference

of the four presidential Greats stood in the warm October morning sun. Another trip was planned through the surface workings of the world's top-producing gold mine, the Homestake in Lead. There, Mine Superintendent Guy M. Bjorge met Mr. Dennis, C. O. Gottschalk, State Supervisor of Trade and Industrial Education, O. H. Schwentker, Director of Vocational Education in Rapid City, and Franklin Brust, Vocational Education Director in Lead. Also, while in Lead the group was driven over the terraced streets of the Mile-High-City. Historic Deadwood was visited briefly on the return trip.

* * *

● Outstanding high school students and their Vocational Guidance Councilors of the Washington, D. C., area learned first hand about careers in Home Economics, October 13, when they spent the day with D. C. home economists as guests of the **District of Columbia Home Economics in Business** group. They learned also about a unique Home Economics Career Talent Search with prizes of a Home Economics University Scholarship and an all-expense trip to New York City.

Career Day was planned in cooperation with the Home Economics and the Guidance and Placement Departments of the D. C. public schools (Divisions 1-9). Forty-six students and councilors were present, representing 19 schools of the metropolitan Washington area.

First stop was at Radio Station WTOP, where the girls participated in a home service broadcast. At the Chesapeake and Potomac Telephone Company they learned about a home economics career in the telephone industry. At the Woodward and Lothrop Department Store they visited tea rooms, kitchens, and home decorating studios. They were luncheon guests at the Potomac Electric Power Company, then explored the test kitchen and laboratory at the National Canners Association. After a trip to the Lewis Hotel Training School, the young visitors investigated the home economics department of the Washington Gas Light Company. At each stop they were welcomed by the home economists of the company, who expained her work and discussed opportunities in her particular field.

At the close of Career Day, the high schoolers and their councilors were guests of the Washington Gas Light Company at tea, with the company's home economists as hostesses.

* * *

● **Koichi Masuda,** Dean of the Teachers College, Kobe University, Japan, visited the Washington AVA headquarters office recently. Mr. Masuda, one of the founders of the Japan Vocational Guidance (see photo on this page), is officially visiting the United States to observe the vocational education programs and schools in operation in this country.

Several other prominent Japanese educators are accompanying Mr. Masuda in his tour, which will include visits to leading colleges and universities throughout the United States,

Mr. Masuda expressed appreciation for the assistance of Dr. Maude Williamson, former AVA Vice President for Home Economics, who is now serving with the U. S. Educational Forces in Occupied Japan.

Washington Vocational Association Presidents: 1949-50, A. H. Fitch (left); 1950-51, J. Alan Duncan

A meeting of the Tokyo Branch of the Japanese Vocational Guidance Association which was held on October 2, 1950

Buy Now Program

The increasingly popular "Buy Now" Sales Training classes sponsored by the Bank of America in cooperation with the California State Department of Education have again scored tremendous success.

In Vallejo, the average attendance at these meetings has totaled over 300 adults who are actively engaged in a distributive occupation.

A unique feature of these sales-training classes lies in the fact that student trainees enrolled in the Cooperative Retailing Class at Vallejo College actively participate. Morning classes make their attendance possible. Acting as hosts to the adult members, the students serve as ushers, distribute hand-out materials, collect attendance cards, etc.

This practice has proved to be a fine experience for the students. The instructor has noted increased enthusiasm and improved attitudes toward the in-school class work.

Vallejo's Superintendent of Schools John Alltucker, California's Director of Adult Education Ernest F. Lundeen, and Vallejo College President George P. Chaffey agree upon the benefits which accrue to students from the adult contacts which are made possible through this program.

Vocational • Smith-Hughes

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by instructor with 14 years trade and 14 years teaching experience. Excellent references. Box 26, Amer. Voc. Jour.

NEW FOLDER— FREE FOR YOUR GUIDANCE FILE

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The hotel and institutional field offers unusual opportunities today to men and women, both young and mature. The Lewis School—original and only school offering both resident and home study hotel training courses—has prepared a FREE folder for Guidance Officers giving full details about this fascinating field. Just write on your letterhead to:

LEWIS HOTEL TRAINING SCHOOL
Vocational Guidance Div., Room SX-4904, Wash. 7, D. C.

Dr. J. R. Strobel (r), Professor of Industrial Education at Ohio State University, is presented with an AVA Life Membership by George Brandon, Ohio Vocational Association Secretary. Looking on are OVA's Retiring President Margaret Spicer and President-elect John Matia

Safety Honor Roll

Judges for the National School Safety Honor Roll have announced that 173 schools throughout the nation conducted safety programs during 1949-50 that merited listing on the Honor Roll. Each of these schools received a certificate of merit indicating the number of years of continuous listing.

The Honor Roll is a National Safety Council activity open to all schools which have a school administrative service with the Council.

To apply for listing on the Honor Roll a local committee must evaluate its school safety program and submit this evaluation to the Honor Roll judges, together with a testimonial asserting that the committee believes the program worthy of recognition.

* * *

Roy L. Davenport

● Vocational agriculture teachers throughout the State of Louisiana have formally presented **Dr. Roy Leonard Davenport** with an AVA Life Membership in recognition of his outstanding service.

Dr. Davenport was born in Auroraville, Wisconsin, in 1898. He earned his B.A. degree at Louisiana State University and A. & M. College in 1920, his M.S. in 1927, and was awarded the Ph.D. degree at Cornell University in 1930.

He has served as Professor of Agricultural Education, Director of the School of Vocational Education, and Assistant to the Dean of Agriculture at Louisiana State University in Baton Rouge since 1941.

Baltimore Students Honored

Southern High School in Baltimore, Maryland, had three winning contestants in Ford Motor Company's National Industrial Arts Awards contest for 1950. Richard Dadds and Jerry Scarborough won first place honors in printing, and James Beverley won third place in mechanical drawing.

Instructors of these students are John Edelmann (printing), and Isador Dalinsky (mechanical drawing).

A special assembly in honor of these students and their teachers was held at Southern on September 29. Frank Silverman, department head, opened the program and presented the following guests of honor: John J. Seidel, Maryland Assistant State Superintendent of Vocational Education; Dr. Charles Sylvester, Baltimore Assistant Superintendent of Vocational Education; and Dr. Stanley Pawelek, Administrative Supervisor of Industrial Education. Russell Hart, Public Relations Officer of the Ford Motor Company, was also present.

Dr. Charles Sylvester presented the awards, with the assistance of John H. Schwatka, Southern High School's Principal.

* * *

● *Better Citizenship—Whose Responsibility?* was the theme of the third annual meeting of the **Ohio Vocational Association** held September 29th and 30th at the Hotel Chittenden in Columbus.

Miss Margaret Spicer, Coordinator of Distributive Education in Springfield and President of the OVA, was in charge of the business session. *Around Ohio with the Sections* represented a report of each division's activities. Miss Spicer formally presented the gavel to John C. Matia (trades and industries department, Cleveland High School), who assumed the Presidency for the 1950-51 year.

George Frack, Area Supervisor of DE in Findlay, was Toastmaster for the Annual Banquet which was held on Friday evening in the Silver Ball Room.

Dr. Joseph Strobel, Ohio's former State Director of Vocational Education, was presented with an AVA Life Membership by George L. Brandon, OVA's Secretary-Treasurer and Consultant, Public Service Training, Ohio State University. The presentation to Dr. Strobel, who is now a Professor at Ohio State University, was made by Mr. Brandon in behalf of the entire OVA membership.

Paul Barrett, Guidance Counselor at Wooster College, addressed the banquet attendance.

Section meetings were held on Saturday morning.

* * *

● More than 600 educators from 48 states and some of the territories met in Washington, D. C., November 14-16, on the occasion of the sixty-fourth convention of the **Association of Land-Grant Colleges and Universities.**

The National Association of State Universities met at the same time.

Current problems confronting educators were featured in general morning sessions. Secretary of Agriculture Charles F. Brannan spoke on *Agriculture in Our National Strength.*

* * *

"Imagination was given to man to compensate him for what he is not, a sense of humor to console him for what he is."

* * *

AVA 1950-51 Dues Are Payable Now!

WVA VICE PRESIDENTS

Washington Vocational Association 1950-51 Vice Presidents, l. to r., (back row): V. K. Harmon, Distributive; Glen Zeigler, Agriculture; Frank Noren, Rehabilitation; (front row): Louise Bungi, Home Economics; J. Alan Duncan, President, Trade and Industries; Ward Stoerer, Trade and Industrial Education

Audio Visual Notes

The sixth edition of the *Audio-Visual Handbook,* published by **The Society for Visual Education, Inc.,** 100 East Ohio St., Chicago 11, Illinois, has been announced. Revised and enlarged, here is a practical guide to the selection and use of audio-visual materials. It is planned primarily for teachers in service and teachers in teacher-training. Authored by Ellsworth C. Dent, copies are $3.50 each.

The Society also offers *Setting Up Your Audio-Visual Education Program,* at $1.00 per copy. Prepared by the Audio-Visual Education Association of California, this booklet includes a description of the materials necessary for audio-visual programs, the responsibilities of the school principal and A-V co-ordinator, and the types of equipment needed, as well as concrete suggestions on adapting equipment to classroom facilities.

* * *

A revised edition of their 24-page catalogue (B-4741), which lists 14 sound motion pictures for classroom use, has been released by the School Service Department of the **Westinghouse Electric Corporation,** 306 Fourth Ave., Box 1017, Pittsburgh 30, Pa.

These films, which can be borrowed free of charge except for transportation costs, include subjects in the fields of electricity, electronics, radio, salesmanship, social science, and industrial arts. The catalogue also describes various teaching aids which are available.

* * *

Vocational agricultural instructors, students and others who are interested in agriculture have available, for the first time, a series of natural color filmstrips on *General Livestock and Dairy Judging.*

Produced by the Audio-Visual Division of Popular Science Publishing Company in cooperation with the U. S. Department of Agriculture and the Animal Husbandry Departments of Mississippi State College and Kentucky State University, these newly photographed, 5 full-length *Teach-O-Filmstrips* provide 208 natural color pictures which were taken at the University of Kentucky by George C. Pace, Extension Visual Specialist of the U. S. Department of Agriculture.

Visualized are *Breeds of Beef Cattle, Judging Beef Steers, Judging Barrows, Judging Sheep* and *Judging Dairy Cattle.*

U. S. Department of Agriculture Extension Specialists have prepared an illustrated instructional manual for use with these materials. Requests for further information should be directed to the Audio-Visual Division of **Popular Science Publishing Co.,** 353 Fourth Ave., New York 10, N. Y.

* * *

The Chicago Board of Education has awarded a contract for 76 Filmsound 16mm. projectors to the **Bell & Howell Company.**

These machines will be used to further extend the already successful audio-visual program of the Chicago Board of Education which is directed by James P. Fitzwater. Starting its visual program in the early twenties with the use of slides, Chicago purchased its first 16mm. sound projector in 1934.

AMERICAN VOCATIONAL ASSOCIATION

List of Publications ***December, 1950***

A NEW LOOK AT LIFE ADJUSTMENT EDUCATION

Prepared by a special AVA committee, this booklet points out how the educational practices developed in vocational programs can be applied to a sound program of education for the neglected 60 per cent of our high school population. *48 pages, 1950. $.25.*

VOCATIONAL ADVISORY COMMITTEES

A booklet prepared to promote the use of advisory committees by explaining their functions and describing their contributions to a sound vocational program. Will help educators realize maximum benefits from lay advisory groups. *40 pages, 1950. $.25.*

STUDIES IN INDUSTRIAL EDUCATION

The first bibliography of studies on the graduate level in industrial arts education, vocational industrial education, and technical education. An invaluable source of information for teacher trainers and administrators. *160 pages, 1949. $1.00.*

SERVICE AREAS FOR VOCATIONAL SCHOOLS

A most valuable piece of reference material for persons contemplating the expansion of their vocational program. Gives complete information on procedure of establishing area vocational schools and describes types of area vocational programs now in operation. *36 pages, 1949. $.25.*

SUGGESTED PROBLEMS FOR RESEARCH STUDY IN VOCATIONAL AND INDUSTRIAL ARTS EDUCATION

A helpful and stimulating compilation of research topics important to the future of vocational education. Includes general questions and specialized problems in the several fields of vocational education. *Mimeographed, 22 pages, 1949. $.25.*

FACTORS AFFECTING THE SATISFACTIONS OF HOME ECONOMICS TEACHERS

Results of a nation-wide study to determine the reasons why women remain in or leave the teaching profession, including effects of teaching load, salary, community and school conditions, and family responsibilities. *96 pages, 1948. $.50.*

IMPROVING INSTRUCTION IN INDUSTRIAL ARTS

A manual to aid the teacher in evaluating and strengthening his course of study and to help the administrator in understanding the genuine and distinctive values of industrial arts activities. *96 pages, revised 1946. Single copies, $.25: 5 or more, $.20.*

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Personals

Let us know the who, what, where and when! Our readers are interested! Send personal news to the JOURNAL editorial offices at 1010 Vermont Ave., N.W., Washington 5, D. C.

Clara Krauter Retires

Clara H. Krauter

Clara H. Krauter, a Life Member of the American Vocational Association, retired as Principal of the Essex County Vocational and Technical High School and Adult School of Newark, New Jersey, in June, 1950. Miss Krauter's wide and varied experience, and her many contributions to the development of opportunities for young women have made her an outstanding figure in the field of vocational education.

A graduate of the New Jersey State Teachers College in Trenton, and Teachers College, Columbia University, Miss Krauter began her career as Vice Principal of the Dumont, New Jersey, High School. From 1913 to 1919, she taught related vocational classes in Orange, New Jersey. She became Principal of the Atlantic City Vocational School in 1917.

Miss Krauter joined the New Jersey State Department of Education as a Supervisor in 1919. After four years as Director of Vocational and Household Arts for Girls and Women in Atlantic City, she became Principal of the Essex County School in 1926.

During her twenty-four years of work at the Essex County School, Miss Krauter has served as an inspiring leader. She has innovated many new fields of training for women. Those who have worked with Miss Krauter, and those who follow her, will always appreciate her splendid accomplishments in vocational education.

* * *

● To assist in Pennsylvania's promotion of adult distributive education, **Sidney J. Parnes,** former assistant to the Training Director of Kaufmann Department Stores in Pittsburgh, has been appointed Field Supervisor in Adult Distributive Education in the western part of the state. Mr. Parnes began his new duties on July 1st, with headquarters in the University of Pittsburgh's Distributive Education Department.

Holding a Master's Degree in distributive education from the University of Pittsburgh, Mr. Parnes served for three years as training supervisor with the Kaufmann Department Stores. In addition to organizing and teaching adult classes in DE throughout western Pennsylvania, he will instruct in the summer teacher-training program in distributive education at the Research Bureau for Retail Training, University of Pittsburgh.

W. T. Bawden Retires

A career in education spanning 54 years was completed at Pittsburg State College by Dr. William Thomas Bawden. Bawden, 75-year-old former head of the Industrial Arts Department, when he retired September 1 as Director of Publications at the College. He is now writing a history of the school on a part-time basis.

Dr. Bawden began teaching at Cedar Valley Seminary, Osage, Iowa, in September, 1896, having received the bachelor of arts degree from Denison University, Granville, Ohio, that year. He has been either a teacher, student or school administrator since that time.

In 1898 he became an instructor of shop work and drafting in the Buffalo, New York, high schools. In 1903 he served as head of the department of Manual Arts at Illinois State Normal University.

In 1910 he was awarded a bachelor of science degree from Columbia University and was appointed Assistant Dean of the College of Engineering at the University of Illinois. After being awarded the Ph.D. degree from Columbia University in 1914 he was for nine years a member of the staff of the United States Office of Education, Washington, D. C., the last four years as Assistant Commissioner.

In 1923 he became Associate Superintendent of the Tulsa schools and from 1928 to 1935 was editor of *Industrial Education Magazine,* published by the Manual Arts Press, Peoria, Illinois. He came to Pittsburg in 1935 as head of the Industrial and Vocational Education Department and was made director of Publications there in 1945.

Dr. Bawden's career runs parallel to the development of manual arts in higher education. He was the second man in the United States to receive the doctor's degree in industrial arts, the first, Ernest B. Kent, Jersey City, having preceded him ten years. His thorough acquaintance with the field and its leaders has ideally fitted him to write a composite biography titled *Leaders in Industrial Education* which will be published this year.—From the *Pittsburg Sun,* September 24, 1950.

* * *

● **Chris H. Groneman,** Professor and Head of the Industrial Education Department at the Agricultural and Mechanical College of Texas, received the Doctor of Education Degree at Pennsylvania State College at the regular summer school exercises held on August 12, 1950.

Dr. Groneman received the Bachelor of Science and Master of Science degrees from the Kansas State Teachers College, Pittsburg. He has been a member of the faculty of the Texas A. & M. College since 1940, where he served as acting head for several years, and was appointed Head of the Industrial Education Department in 1949.

Before joining the faculty at Texas A. & M. College, Dr. Groneman taught in high schools in Kansas and Oklahoma, served as Assistant Dean of the Woodward, Oklahoma, Junior College, and was on the staff of the Industrial Education Department at the East Texas State Teachers College at Commerce, Texas.

He has served as President and Vice President of the Texas Vocational Association, chairman of the Industrial Arts division of the Texas State Teachers Association, member of the National Advisory Policy and Planning Committee for Industrial Arts of the American Vocational Association, member of State Affiliation Committee of the American Vocational Association, Vice President of the National Association of Industrial Teacher-Trainers and member of the Bryan, Texas, Rotary Club. He is also a member of Iota Lambda Sigma and Phi Delta Kappa, professional fraternities, and is listed in *Who's Who in American Education,* and *Leaders in American Education.*

A consistent contributor to professional journals, Dr. Groneman is author or coauthor of ten books on industrial arts and crafts subjects, and is at present serving as Consulting Editor to McGraw-Hill Book Company, Inc., on a new series of textbooks to be released soon as the McGraw-Hill Publications in Industrial Arts.

* * *

Richard Reagan Retires

Richard A. Reagan

Richard A. Reagan, one of Buffalo's pioneers in vocational education, retired as Principal of Seneca Vocational High School in June. He entered the Buffalo school system as a teacher in Peckham Vocational High School in 1911 after having taught in the schools of Chatauqua County. He served in that school as Assistant Principal and later was appointed Principal. The school since that time has been named Emerson Vocational High School. About eight years ago when Elmer Pierce, the Principal of Seneca Vocational High School, retired, Mr. Reagan was given the responsibility as Principal of this school also.

Mr. Reagan was a devoted enthusiast in the field of vocational education and was tireless and effective in developing his schools and the cause of vocational education. Although a modest and unassuming man, he was quietly forceful and enjoyed the respect of a host of friends.

In September two new principals were appointed to fill these positions. David Warnhoff, formerly Administrative Assistant at Seneca Vocational High School, has been made Principal of Emerson Vocational High School. He received one of the first industrial certificates at Cornell University.

LaVerne H. Engel, formerly Assistant Principal at Seneca Vocational High School, has become its Principal. Mr. Engel started in the vocational field as a teacher of related mathematics and was at one time Assistant Principal at Burgard Vocational High School.

* * *

● **Fred W. Eberle,** for the past four years West Virginia State Teacher-Trainer for Trade and Industrial Education, was appointed State Supervisor, Trade and Industrial Education, by the West Virginia State Board of Vocational Education to succeed William A. Williams, who resigned to accept the Assistant Professor-

ship of Industrial Education, The Pennsylvania State College.

Mr. Eberle entered upon his new duties on September 22. He has been engaged in educational work in West Virginia for seventeen years. From 1939 to 1946, he was a member of the Industrial Arts and Technical Education Staff of West Virginia Institute of Technology. During the past five years, he has been active in the Motor Vehicle Fleet Supervisor Training Courses in West Virginia, North Carolina, Ohio and Indiana.

Mr. Eberle completed his preparation for teaching at Glenville State College and West Virginia Institute of Technology, with graduate study at West Virginia University and the University of Pittsburgh.

* * *

N. S. Hunsdon

N. S. Hunsdon

N. S. Hunsdon, former Texas State Director of Industrial Education, died on August 28th at his home in San Antonio after a long illness. Mr. Hunsdon is survived by his wife, Alpha, who resides at 275 Terrell Road in San Antonio.

An acknowledged leader in the field of vocational education in the state of Texas, Mr. Hunsdon was known throughout the country for his excellent service and many contributions to industrial education.

* * *

Floyd R. Love

Floyd R. Love

Floyd R. Love, 65, who developed the vocational training program in Stockton, California, public schools died in his sleep recently. Mr. Love had directed Stockton's vocational education program for forty years.

A Life Member of the American Vocational Association, Mr. Love became Stockton's first full-time manual training teacher in 1910. He started the city's first printing, machine shop, auto mechanics, and mill cabinet courses nine years later. This program has now expanded to 13 titles, with a staff of 40 instructors.

Through the efforts of Mr. Love, the Schneider Vocational School in Stockton was constructed in 1922. Later, he inaugurated an apprentice training system. Hundreds of craftsmen now employed throughout Central California made their start in Mr. Love's classrooms.

Born in Freeport, Illinois, Mr. Love is survived by his wife, the former Edith Heard; a son, Robert; a brother, Vernon C. Love; and a sister, Mrs. Mable Mallory. Stockton public schools closed in time for students and teachers to attend his funeral services.

RALPH HOWARD NAMED OHIO STATE DIRECTOR OF VOCATIONAL EDUCATION

Clyde Hissong, Ohio State Director of Education and Executive Officer of the State Board for Vocational Education, has announced the promotion of Ralph Howard from State Supervisor of Vocational Agriculture to Ohio State Director of Vocational Education, effective December 1. Mr. Hissong announced that this promotion was made on the basis of Mr. Howard's long service in the State Department of Education and his fine record.

Warren Weiler, Ohio Assistant Supervisor of Vocational Agriculture, has been appointed to succeed Mr. Howard as Ohio's State Supervisor of Vocational Agriculture.

Mr. Hissong complimented both Mr. Howard and Mr. Weiler on the good work which they have done in building the Ohio state program in vocational agriculture to the fine position which it now holds.

Dr. Joseph Strobel resigned as Ohio's State Director of Vocational Education to accept a professorship in industrial education at Ohio State University.

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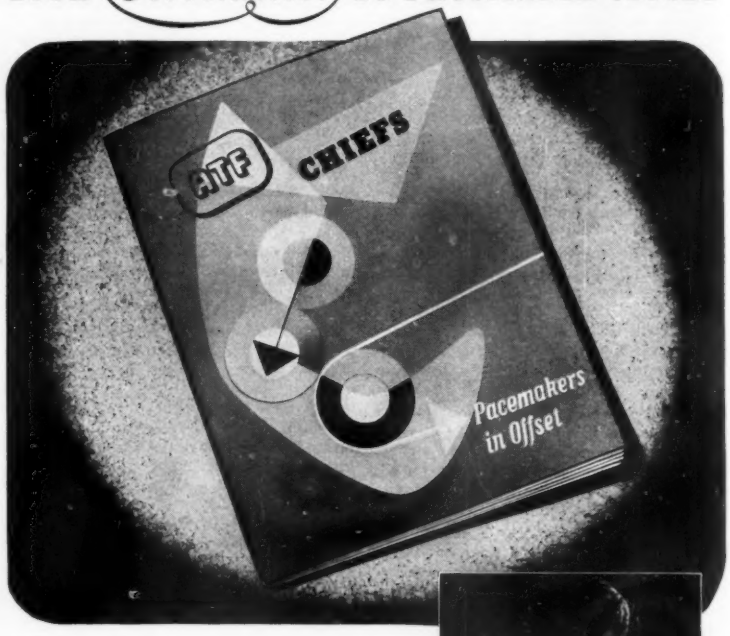

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Books and Bulletins

AGRICULTURE

Vocational Agriculture Education in the Schools of Louisiana, by W. J. Barent. Louisiana State Department of Education, Baton Rouge 4, La., 1950. 40 pages, free.

This bulletin has been issued by Shelby M. Jackson, State Superintendent, in order to give a better understanding of the types of training given in vocational agriculture to youth and adults.

DISTRIBUTIVE EDUCATION

Food Handling and Sanitation for Commercial Establishments. California State Department of Education, Commission for Vocational Education Bureau of Business Education, Sacramento, California, 1950.

This instructor's guide for an 8-session course in food handling and sanitation for commercial establishments represents a cooperative enterprise of several state agencies.

Better Buymanship, Meat and Eggs, edited by Katherine Middleton. Consumer Education Department, Household Finance Corporation, 919 N. Michigan Ave., Chicago 11, Ill., 1950. 32 pages, 5 cents.

Complete instruction in the selection of good quality meat, fish, poultry, and eggs is featured in this illustrated pamphlet.

GENERAL

The Written Word, by Gorham Munson. The Creative Age Press, New York, N. Y., 1949. $2.95.

This volume is an expansion of Mr. Munson's lectures into "a practical book for all who wish to gain skill with the written word in the English-American language."

Art Professions in the United States, edited and compiled by Elizabeth McCausland, Royal Bailey Farnum and Dana P. Vaughan. The Cooper Union, Cooper Square, New York 3, N. Y., 1950. 112 pages.

This study is "an exploration of professional art education in relation to art employment, from the points of view of art educators, art school alumni, and employers in art fields."

Employment Outlook for Elementary and Secondary School Teachers. United States Department of Labor, Bureau of Labor Statistics, in cooperation with Veterans Administration. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., 1950. 89 pages, 35 cents.

This is bulletin No. 972 in the Occupational Outlook Series. Current and future needs for elementary and secondary school teachers have been surveyed on a state-by-state basis.

Moving Ahead for Children and Youth. Program of the National Commission on Children and Youth, Children's Bureau Publication No. 329. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., 1950. 40 pages, 15 cents.

Suggestions and recommendations developed in this pamphlet are planned as an aide to state committees for the Mid-century White House Conference on Children and Youth in measuring accomplishments and needs in this field.

Enjoying Leisure Time, by Dr. William C. Menninger. Science Research Associates, 228 South Wabash Ave., Chicago 4, Illinois, 1950. 48 pages, 60 cents; 15 or more, 50 cents; 100 or more, 35 cents; 1,000 or more, 25 cents.

This booklet is another in the Life Adjustment Series which now lists 21 titles of interest to teenagers, parents, and those working in the guidance field. An instructor's guide and a full-size poster are available without extra charge on quantity orders.

Author's Guide, prepared and published by John Wiley & Sons, 440 Fourth Ave., New York, N. Y., 1950. 80 pages, $2.00.

The purpose of this book is to guide the author in the efficient preparation of his material (both manuscript and illustrations), and to inform him of the publishing procedure from the time he submits his manuscript until he has the printed book in hand.

The Dynamics of Group Discussion, by D. M. Hall. The Interstate, Printers & Publishers, 19-27 N. Jackson St., Danville, Ill., 1950. 66 pages, 75 cents; 2 or more copies, 50 cents each.

This "operating manual" for group work provides guidance in making a group function as a democratic organization. Practical information on all details of group operation and sample forms for surveys, group selections blanks, evaluation forms, etc., are included.

Speak with Ease, by Russell Conwell Ross. D. Van Nostrand Company, 250 Fourth Ave., New York 3, N. Y., 1950. 118 pages, $2.00.

Planned for practical use without the assistance of a teacher, this volume is intended to assist every type of public speaker by explaining exactly how to talk with ease and conviction.

Principles of General Psychopathology, by Siegfried Fischer. Philosophical Library, 15 E. 40th St., New York 16, N. Y., 1950. 327 pages, $3.75.

Subtitled "An Interpretation of the Theoretical Foundations of Psychopathological Concepts," this book is divided into the following parts: fundamentals of psychopathology, understandable and causal connections, syndromes or symptom-complexes of mental disturbances, and the abnormal personality.

Modern Abnormal Psychology, by William H. Mikesell. Philosophical Library, 15 E. 40th St., New York 16, N. Y., 1950. 880 pages, $10.00.

Designed to meet the interest of the general public in abnormal psychology, as well as the requirements of the student for a reference and source book, this work understandably treats all aspects, terms and concepts in this field for both laymen and professionals.

INDUSTRIAL ARTS

Bedroom Furniture, Period and Modern, by V. E. Broadbent. The Bruce Publishing Company, Milwaukee 1, Wisconsin, 1950. 122 pages, $4.00.

Beds, dressing tables, chests and vanities are among the 56 project plates here described together with a stock bill and directions for the construction of each piece.

The Art of the Lapidary, by Francis J. Sperisen. The Bruce Publishing Company, Milwaukee 1, Wis., 1950. 382 pages, $6.50.

Every phase of selecting, cutting, polishing, and setting precious stones is covered and described in this volume. Illustrations include outstanding works of artists in this field.

INDUSTRIAL

Encyclopedia on Cathode-Ray Oscilloscopes and Their Uses, by John F. Rider and Seymour D. Uslan. John F. Rider Publishers, Inc., 480 Canal St., New York 18, N. Y., 1950. 982 pages, $9.00.

All types of cathode-ray oscilloscopes and synchroscopes manufactured between 1940 and 1950 are described in this text which also examines the practical everyday uses of such equipment.

Problems in Architectural Drawing, by Franklin G. Elwood. Chas. A. Bennett Co., Inc., 237 N. Monroe St., Peoria 3, Illinois, 1950. 160 pages, $2.80.

This book is designed to serve as a suitable working text for both beginners and advanced students in architectural drawing. A revised edition, it presents five chapters of text which is followed by groups of problems which are progessively arranged.

Announcement of the availability of **Related Instruction, A Key to Apprentice Training in Construction,** was made at AVA's 1950 Convention in Miami, Florida, (November 27-December 1) by Douglas Whitlock, member of the Construction and Civic Development Department Committee, Chamber of Commerce of the United States.

Prepared by the Subcommittee on Apprenticeship and Training, and published by the Chamber of Commerce of the United States, Washington 6, D. C., this booklet contains 20 pages and sells for 10 cents per copy.

The role of vocational education in the related technical and supplemental instruction of apprentices is explained in this important new publication which also presents a concise outline of the interrelationship between Joint Apprenticeship Committees and state and local agencies.

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Oliver Machinery Co., Grand Rapids 2, Mich.

Drafting Simplified, by Elmer A. Rotmans. Delmar Publishers, Inc., Albany 1, N. Y., 1950. 397 pages, $3.75.

A course in drafting which is ready for use without further preparation on the part of the instructor is presented in this book, which is arranged in 16 units of subject areas. Each unit includes instruction sheets.

VOCATIONAL GUIDANCE

Helping People Find Jobs, by Harry D. Kitson and Juna Barnes Newton. Harper & Brothers, 49 E. 33rd St., New York 16, N. Y., 1950. 265 pages, $3.50.

The dual purpose of a placement office in serving both the employers and job seekers of a community is emphasized in this book, which may serve as a text for teachers of vocational guidance as well as a handbook for employers, persons looking for jobs, and employment agency managers.

Measuring Educational Achievement, by William J. Micheels and M. Ray Karnes. McGraw-Hill Book Company, 330 W. 42nd St., New York 18, N. Y., 1950. 496 pages, $4.50.

Written as an aid to the instructor who makes his own tests, designs, and other instruments for the measurement of educational achievement, this book covers the uses, advantages, and limitations of various types of tests and test items which can be constructed by the classroom and shop teacher.

Careers for Young Americans, by Reuben Horchow. Public Affairs Press, 2153 Florida Ave., Washington 8, D. C., 1950. 226 pages, $3.25.

With a foreword by General Omar N. Bradley, this handbook is designed for the use of civilians, enlisted men, officers, teachers, and advisers to young people. Concerned with the Army and what it has to offer young men and women in the United States, this is the only book published as yet on the Army's new vocational system.

Counseling Adolescents, by Shirley A. Hamrin and Blanche B. Paulson. Science Research Associates, 228 South Wabash Ave., Chicago 4, Ill., 1950. 380 pages, $3.50.

Prepared to help the teacher or counselor evaluate leading counseling theories and draw on the most workable features of each, this book describes practices that have proved effective in high schools and colleges to illustrate key points.

How to Get A Job On A Ship, by F. E. Tyarks and R. L. Pepperburg. Harian Publications, 10 Broadway, Greenlawn, N. Y., 1950. 44 pages, 50 cents.

This booklet covers the crew and the officer ranks and analyzes the three departments of a ship—the steward's department, the deck, and the engine room. Pointers on work-a-way jobs and vagabond voyaging are given.

Patients in Mental Institutions, by Charles C. Limburg. National Institute of Mental Health, Federal Security Agency, Washington 25, D. C., 1950. 113 pages, 50 cents.

This actual census is designed to measure the extent of institutionalization for mental illness, mental deficiency, and epilepsy. Requests for copies should be directed to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

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